

**IMPROVING STUDENTS' ABILITY IN WRITING  
DESCRIPTIVE TEXTS BY USING MIND MAP  
TECHNIQUE AT THE SECOND YEAR  
OF MTS YKWI PEKANBARU**

A Thesis

Submitted to Fulfill One of the Requirements  
for Bachelor Degree in English Education  
(S.Pd.)



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PEKANBARU  
1432 H/2011 M**

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# بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



PRAMUKA



DI UIN SUSKA RIAU



HMI

PERSEMBAHAN UNTUK IBU BAPAKKU  
DALAM JERIH LELAH YANG TAK BERBAYAR  
BUAT UMMAT DAN BANGSA

BAHWA DIANTARA PERJUANGAN SKRIPSI SEDERHANA INI,  
BERJUNTAI BERIBU MAKNA, MENGAIS KEPINGAN  
ILMU YANG KUPONGUT DALAM PETUALANGANTAK  
BERBATAS RUANG DAN WAKTU, MERAIH MARDHATILLAH

- BAHASA INGGRIS UIN SUSKA RIAU
- GERAKAN PRAMUKA UIN SUSKA RIAU
- HIMPUNAN MAHASISWA ISLAM
- ACEH, MEDAN, SUMBAR, RIAU, JAMBI, JAKARTA, JAWA TIMUR, MALUKU UTARA.

## **SUPERVISOR APPROVAL**

The thesis entitled “*Improving Students’ Ability in Writing Descriptive Texts by Using Mind Map Technique at the Second Year of MTs YKWI Pekanbaru*”, is written by Fadilah Rahmawati, NIM 10514000291. It has been accepted and approved to be examined in the final examination by The Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau, to fulfill a requirement for getting Undergraduate Degree (S. Pd.) in English Education.

Pekanbaru, Jumadil Akhir 29, 1432 H  
May 31, 2011M

Approved by

The Chairperson of English  
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## EXAMINER APPROVAL

The thesis entitled “*Improving Students’ Ability in Writing Descriptive Texts by Using Mind Map Technique at the Second Year of MTs YKWI Pekanbaru*”, is written by Fadilah Rahmawati, NIM 10514000291. It has been approved and examined by the examination committee of undergraduate degree on June 27, 2011 M/Rajab 25, 1432 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S. Pd.) in English Education.

Pekanbaru, Rajab 25, 1432 H  
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## ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

In the name of Allah the most gracious and the most merciful.

Praises only belong to Allah Almighty, The Lord of Universe, who has rewarded the researcher the time, energy, opportunity, financial, health and the most is believe. Shalawat and gratitude is always to our prophet Muhammad, Peace Be upon Him.

Completing this Special moment of my life, I would like express a great thank and gratitude to:

1. Prof. Dr. H. M. Nazir, the Rector of UIN Suska Riau and all staffs who have dedicated his time to increase this university development.
2. Dr. Hj. Helmiati, M.Ag., the Dean of Education and Teacher Training Faculty of UIN Suska Riau and all staffs for their kindness and services during my study.
3. Dr. Hj. Zulhidah, M.Pd., the Chairperson of Department of English Education and her Staffs
4. The best supervisor Mr. Bukhori S.Pd.I.,M.Pd., profoundly grateful for his great assistance, guidance, encouragement, persistence, and helpful suggestion and advice from the earliest to final stages of this research. with patiently, although my busy and very long time do it, from November 2009 up to May 2011.
5. All the English Education Department lecturers who have given their knowledge, information, guidance, and contribution to the writer. And for the last to Mrs. Kurnia Budianti and Mr. Yasir Amri as my ratter test.
6. My beloved and best Parents A. Nasruddin and Asrumiati who have patiently wait me graduate, (this thesis special for you) and all my beloved family, (Asna Maulida, M. Fathoni, Arif Anshori, Mujib Arrouyana, Irfan Asyhari, and Umi Hanik) Thanks for your great advices and warning of being successful.
7. The big family in MTs YKWI Pekanbaru, especially to Mrs. Sari Desita and to all of the second year students, thanks for your participation in doing the test.
8. My best roommates on Ridho Street, Unnee Meri, Dian, Afni, and Nur. You're motivation and helpful in disturb and joke.

9. All of the community in UKK Scout (Pramuka) Racana 06.01 – 06.02 UIN SUSKA Riau, as my first guide to be the right Students in State Islamic University Mr. Hanafi (Ketjur KI) as the best advisor in organization and academics.
10. The big family in Islamic Association of University Student (Himpunan Mahasiswa Islam) in Komisariat Takesi, Cabang Pekanbaru, and in Indonesia from Sabang up to Papua, from new cadres up to KAHMI (Korps Alumni HMI), thanks to be **my second campus** make me become *Muslim Intellectual Professional*, and fill days in long time six years to be Graduate.

Finally, I realize that this paper is still far from being perfect. Therefore, comments, critics, and constructive suggestion are really needed and appreciated.

My Allah Almighty, the Lord of the Universe, bless them all.

Pekanbaru, May, 28 2011

The Writer

**FADILAH RAHMAWATI**  
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## ABSTRAK

**Fadilah Rahmawati (2011) : “Meningkatkan Kemampuan Siswa dalam Menulis Deskriptif Teks dengan Menggunakan Teknik Mind Map pada Kelas Dua (II) MTs YKWI Pekanbaru”.**

Penelitian ini dilaksanakan pada kelas dua sekolah MTs YKWI Pekanbaru. Penulis tertarik untuk meneliti karena kemampuan siswa dalam menulis deskriptif sangat rendah, di bawah standar sekolah. Penelitian ini dilakukan untuk mengetahui kemampuan siswa dalam menulis teks deskriptif di kelompok eksperimen dengan menggunakan Mind Map dan kelompok kontrol menggunakan metode lama (konvensional).

Berdasarkan kondisi kelas dua MTs YKWI, penulis memutuskan menggunakan Mind Map untuk memperbaiki kemampuan siswa dalam menulis teks deskriptif. Untuk mengumpulkan data, penulis menggunakan instrumen observasi dan tes. Observasi dilakukan untuk mengetahui peran guru dalam penerapan metode Mind Map dan konvensional pada kelompok eksperimen dan metode konvensional pada kelompok kontrol. Formula yang digunakan adalah.

$$P = \frac{F}{N} \times 100\%$$

Tes digunakan untuk mengetahui kemampuan siswa dalam menulis teks deskriptif pada kelompok eksperimen menggunakan Mind Map dan kelompok kontrol menggunakan metode lama (konvensional). Untuk menganalisa data tes digunakan t-test dengan SPSS 16.0.

Berdasarkan hasil analisa, *mean* pada kelompok eksperimen adalah 62.1667 dan 47.1000 pada kelompok kontrol dengan perbedaan *mean* 15. 0667. Taraf signifikannya 0.01. berdasarkan pedoman pengambilan keputusan 0.01 lebih kecil dari 0.05, yang berarti bahwa  $H_0$  ditolak dan  $H_a$  diterima. Jadi, ada perbedaan signifikan pada kemampuan siswa dalam menulis teks deskriptif dengan penggunaan Mind Map dan metode konvensional pada siswa kelas II MTs YKWI Pekanbaru.



## ABSTRACT

**Fadilah Rahmawati (2011) : “Improving Students’ Ability in Writing Descriptive Texts by Using Mind Map Technique at the Second Year of MTs YKWI Pekanbaru”.**

The research was carried out at the second year students of MTs YKWI Pekanbaru. The researcher was interested in conducting the research, because the researcher found that the students’ ability in writing descriptive text were still low, under the school standard. The purpose of this research was to find out students’ ability in writing descriptive texts in experimental and control group.

Since the condition of the second year students of MTs YKWI Pekanbaru, the writer decided to use Mind Map to improve students’ ability in writing descriptive text for experimental class. Control group was using conventional method. To collect the data, the writer used observation and test as instruments. Observation was used to know the teachers’ implementation of Mind Map for experimental class after the data obtained. The writer computed the percentage of the observation by using following formula:

$$P = \frac{F}{N} \times 100\%$$

The test was used to know the students’ ability in writing descriptive texts by using Mind Map in experimental group and conventional method was for control group. The data were analyzed by using t-test with SPSS.16.

From the data analysis it can be concluded the mean score test of post test in experimental group is 62.0667 and 47.1000 in control group, where the mean difference is 15.0667. Based on the taking decision standard 0.01 is smaller than 0.05, it means  $H_0$  is rejected and  $H_a$  accepted. It means, there is significant difference between students’ ability taught by using Mind Map and conventional method at the second year students of MTs YKWI Pekanbaru.

## LIST OF CONTENT

|   |      |
|---|------|
| SUPERVISOR APPROVAL .....                                       | i    |
| EXAMINER APPROVAL .....   | ii   |
| ACKNOWLEDGEMENT .....   | iii  |
| ABSTRACT .....  | v    |
| LIST OF CONTENT.....  | viii |
| LIST OF TABLE .....   | x    |
| LIST OF APPENDICES .....  | xi   |
| CHAPTER I: INTRODUCTION   |      |
| A. Background .....   | 1    |
| B. The Problem .....  | 4    |
| 1. The Identification of the Problem .....                      | 4    |
| 2. The Limitation of the Problem.....                           | 5    |
| 3. The Formulation of the Problem .....                         | 5    |
| C. The Reason for Choosing the Title.....                       | 5    |
| D. The Objective and Significance of the Research.....          | 6    |
| E. The Definition of Terms .....                                | 7    |
| CHAPTER II: LITERATURE REVIEW                                   |      |
| A. The Theoretical Framework .....                              | 9    |
| 1. Nature of Writing .....                                      | 9    |
| 2. Mind Map.....  | 11   |
| 3. Teaching Descriptive Text by Using Mind Map.....             | 14   |
| 4. Teaching Descriptive text by using Conventional Method ..... | 16   |

|   |    |
|---|----|
| B. The Relevant of Research.....                  | 17 |
| C. The Operational Concept .....                  | 18 |
| D. The Assumption and Hypothesis.....             | 21 |
| 1. Assumption.....                                | 21 |
| 2. Hypothesis .....                               | 22 |
| CHAPTER III: RESEARCH METHODOLOGY                 |    |
| A. The Research Design.....                       | 23 |
| B. The Time and Location of the Research .....    | 23 |
| C. The Research Subject and Object.....           | 24 |
| D. The Population and Sample of the Research..... | 24 |
| E. The Technique of Data Collection .....         | 25 |
| F. The Techniques and Data Analysis .....         | 25 |
| CHAPTER IV: DATA PRESENTATION AND DATA ANALYSIS   |    |
| A. The Data Presentation .....                    | 28 |
| 1. The Description of the Data .....              | 28 |
| 2. The Data Presentation .....                    | 29 |
| B. The Data Analysis .....                        | 30 |
| CHAPTER V: CONCLUSION AND SUGGESTION              |    |
| A. Conclusion .....                               | 46 |
| B. Suggestion .....                               | 47 |
| BIBLIOGRAPHY                                      |    |
| APPENDICES  |    |

## THE LISTS OF TABLE

|            |  |    |
|------------|--|----|
| TABLE I    | ESL Composition Profile .....                                  | 21 |
| TABLE II   | The Samples .....  | 24 |
| TABLE III  | Analysis of the Observation .....                              | 26 |
| TABLE IV   | Analysis of the Test.....                                      | 27 |
| TABLE V    | The Recapitulation of Observation Data on Experimental Group.. | 30 |
| TABLE VI   | The Recapitulation of Observation Data on Control Group .....  | 34 |
| TABLE VII  | Pre Test Score of Experimental Class .....                     | 37 |
| TABLE VIII | Post Test Score of Experimental Class .....                    | 38 |
| TABLE IX   | Pre Test Score of Control Class .....                          | 38 |
| TABLE X    | Post Test Score of Control Class.....                          | 39 |
| TABLE XI   | Analysis of Descriptive Texts by Using Mind Map.....           | 40 |
| TABLE XII  | Analysis Descriptive Text by using Conventional Method .....   | 41 |
| TABLE XIII | Group Statistic .....  | 42 |
| TABLE XIV  | Independent Samples Test.....                                  | 43 |

## LIST OF APPENDICES

|               |  |        |
|---------------|--|--------|
| Appendix I    | : Lesson Plan (Experimental Group) .....                                       | 1 - 16 |
| Appendix I    | : Lesson Plan (Control Group) .....  | 1 - 2  |
| Appendix III  | : The Score Level of Observation .....   | 1      |
| Appendix IV   | : ESL Composition Profile .....  | 1      |
| Appendix V    | : The Observation for English Teacher by Using Mind Map.....                   | 1      |
| Appendix VI   | : The Observation for English Teacher by Using Conventional ..<br>Method ..... | 1      |
| Appendix VII  | : Collecting Students Score .....  | 1 - 4  |
| Appendix VIII | : Students Questions Test .....  | 1      |
| Appendix IX   | : Students Answer sheets.....  | 1 - 8  |
| Appendix X    | : The Laws of Mind Map .....   | 1      |
| Appendix XI   | : Curriculum Vitae.....  | 1 - 2  |
| Appendix XII  | : Research Letter .....  | 1 - 10 |

## CHAPTER I

### INTRODUCTION

#### A. The Background

Writing is one of the English skills that must be mastered by student to complete learning process. In the academic and professional worlds, writing is very important<sup>1</sup>. For all writers in these situations, native and nonnative speakers alike, content and language control are important.

Among the four skills, speaking and writing are communicative acts which upon an awareness of social relationship and social expectation. The speaker or writer then proceeds to select ways of speaking or writing which are appropriate and specific to particular situation<sup>2</sup>.

One of the productive skills is writing, difficult to be mastered by the students, because it consists of the rules of English writing grammatically. The students also have to know about the structure of the English writing and the choice of words that are used in the writing.

The students as academic writers have to know the process of the organization of writing.<sup>3</sup> The students should be able to describe the organization and forms from a paper, because writing involves creative process<sup>4</sup>. Then, the student should be creative in using the technique of writing. They should know and understand to

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<sup>1</sup> Janet Lane & Ellen Lange. *Writing Clearly an Editing Guide*. (Boston: Heinle & Heinle Publishes. 1993) p.15.

<sup>2</sup> Hughey, B. Jane, etc. *Teaching ESL Program Principles & Techniques*. (London: Newbury House Publishers.Inc Rowly. Massachusets 01969. 1983). p.3.

<sup>3</sup> *Ibid.* p.4.

<sup>4</sup> *Ibid.* p.10.

start writing, find several ideas, develop their ideas into paragraph, revise their writing and make the final writing as well as possible.

In the recent years, the Competency – based Curriculum had developed into School Based Curriculum, in Indonesia it is called *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In this curriculum, the students that have graduated from Junior high school are expected to master the four language skills (listening, speaking, reading, and writing) and also have ability to communicate both in simple written and oral forms to achieve functional and informational literacy<sup>5</sup>.

In the second year of Junior High School, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce simply functional written text in the recount text, narrative text, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization.

Descriptive text is one type of the texts in Junior High School which is difficult enough to be learned by the students<sup>6</sup>, although the students can use simple present and adjective clause in writing descriptive text.

The phenomena in MTs YKWI Pekanbaru, show that the students are not able to write the descriptive texts. The score in writing descriptive is at the average 6 and some of them got lower than 6. It seems that problem happened in this school was caused by inappropriate teaching strategy used by the teacher. In teaching and learning process, the teacher still used conventional method which was more

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<sup>5</sup> Rochwati, Tika “Improving Students’ Ability in Writing Descriptive Text through Group Work at the First Year of SMA N 8 Surakarta (Classroom Action Research)”. (Surakarta: School of Teacher Training and Education Muhammadiyah University of Surakarta, 2007).p.1.

<sup>6</sup> *Ibid.* p.1.

focused on reading and speaking than writing and the teacher just focused on textbook.

As the result, the students are not able to write the simple text that they produced from their handbook. The students are not able to exposes their ideas in limited time in the class. Sometimes, the students felt bored, because their teacher just asked them in order to write the English text based on handbook without using teaching media in learning writing, especially in writing descriptive text.

Making a mind map should be a spontaneous pre-writing activity. Students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations<sup>7</sup>.

A mind map, or spider gram is one of the effective strategies in teaching writing. It is a strategy for making notes on a topic, prior to write<sup>8</sup>. It is a structured strategy, which shows the (hierarchical) relationship of ideas, as opposed to an unstructured strategy, such as brainstorming, in which students produce notes at random on paper.

Even though it is difficult to make the students understand and master the English writing, actually, there are so many techniques that could be applied by the teacher to achieve the goal of teaching writing. Those are; teaching writing by using picture, game, and using mind map technique.

Mind maps work well as a visual design that enables students to see the relationship between ideas, and encourages them to group certain ideas together as

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<sup>7</sup> Buzan, Tony. *Buku Pintar Mind Map*. (Jakarta : Gramedia Pustaka Utama. 2006). p.31.

<sup>8</sup> Steele, Vanessa. *Mind Map for Writing*. (Barcelona, British Council). (2006: [http://www.science.com/science?\\_ob=articleURL&udi](http://www.science.com/science?_ob=articleURL&udi) retrieved). p.1.



they proceed. Mind maps work well when created in groups, since the discussion of this engenders aids the production of ideas, and makes the task livelier and more enjoyable<sup>9</sup>.

Based on the background of the problems and symptoms above, the researcher is interested in carrying out a research entitled **IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS BY USING MIND MAP TECHNIQUE AT THE SECOND YEAR OF MTS YKWI PEKANBARU.**

## **B. The Problem**

### **1. The Identification of the Problems.**

Based on the background, there are same problems that could be identified as follows:

- a. Why some students are are not able to write descriptive texts in English?
- b. How is English teacher teaching descriptive texts?
- c. What factors influence the students in writing descriptive texts?
- d. Are the students easier to write descriptive texts?
- e. How is students' ability in writing descriptive texts?
- f. How is students' ability in writing descriptive texts by using Mind Map?

### **2. The Limitation of the Problem.**

From the identification of the problem, the writer focuses on the research especially for the implementation of Mind Map as a teaching strategy in improving students' writing ability of descriptive text.

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<sup>9</sup> Steele, Vanessa. *Op.cit.* p.1.

### **3. The Formulation of the Problem**

Based on the limitation of the problem, the researcher will formulate the problems as in the following questions:

- a. How is teachers' implementation of teaching writing descriptive text by using Mind Map technique at the second year of MTs YKWI Pekanbaru?
- b. How is teachers' implementation of teaching writing descriptive text by using Conventional Method at the second year of MTs YKWI Pekanbaru?
- c. How is students' ability in writing descriptive text taught by using Mind map technique at the second year of MTs YKWI Pekanbaru?
- d. How is students' ability in writing descriptive text taught by conventional method at the second year of MTs YKWI Pekanbaru?
- e. Is there any significant difference between students' ability in writing descriptive text taught by using Mind Map and conventional method at the second year students of MTs YKWI Pekanbaru?

### **C. The Reason for Choosing the Title**

There are several reasons for choosing this title as follows:

1. The title of this research has never been researched yet.
2. This title is relevant with the writer as a student of English Education Department.
3. The researcher has ability to carry out this investigation either sectors of fund, time, or location.
4. To get the real data about students' ability in writing descriptive text.

## **D. The Objectives and Significance of the Research**

### **1. The Objectives of Research**

- a. To find out the teachers' implementation of teaching writing descriptive text by using Mind Map technique at the second year of MTs YKWI Pekanbaru.
- b. To find out the teachers' implementation of teaching writing descriptive text by using Conventional Method at the second year of MTs YKWI Pekanbaru.
- c. To find out the students' ability in writing descriptive text taught by using Mind Map at the second year of MTs YKWI Pekanbaru.
- d. To find out the students' ability in writing descriptive text taught by using conventional method at the second year of MTs YKWI Pekanbaru.
- e. To find out there are the significant differences of the students' writing ability in writing descriptive text taught by using Mind Map and conventional method at the second year of MTs YKWI Pekanbaru.

### **2. The Significance of Research.**

- a. As the source of information and contribution for students to improve their ability especially in writing descriptive text.
- b. As an information for the English teacher on a technique that can improve the students' ability in writing descriptive text.

## **E. The Definition of the Term**

### **1. Improving**

Becoming or making better. It means, make the students use their brain to think about the descriptive words<sup>10</sup>.

### **2. Ability**

Ability is the physical or mental power or skill needed to do something. In this research, ability means capability the students in writing descriptive texts.

### **3. Technique**

A way of using tools, materials, etc., and following rules in doing something artistic in carrying out a scientific experiment<sup>11</sup>. In this paper it means the way to solve the problem of second year students in writing descriptive texts.

### **4. Descriptive texts**

Descriptive writing is defined as a type of expository writing means a writer feels that what ever he is writing is a description and sense, and reader must be satisfied, it is also describing the statement in such a way that the readers get the basic and important information from it easily<sup>12</sup>.

### **5. Mind Map**

A Mind Map is a powerful graphic technique which provides a universal key to unlock potential of the brain. It harnesses full range of cortical skills,

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<sup>10</sup> Cambridge Dictionary (1995) page 2, in Aminatuzzuhriyah "A Students ' Ability of the Third Year Students of English Study Program of FKIP UNRI, From Advertisement of Product Information Format". (UNRI. 2007) p.5.

<sup>11</sup> Michael Agnes, *Webster's New World; Basic Dictionary of American English*. (Willey Publishing. Ohio.1998). p.437.

<sup>12</sup> Dinaniati, Yesi. "Using Bubble Map Technique in Descriptive texts to Improve the writing Ability of the Second year Students of SMP N 004 Benai, Kuantan Singingi". (Pekanbaru: English Study Program Language and Arts Department Teachers Training and Education Faculty Riau University, 2009). p.6.

word, image, number, logic, rhythm, cooler and spatial awareness, in single, uniquely powerful manner<sup>13</sup>.

Mind Mapping is especially diagram that suitable with our mind, and help us to think, imaging, memorizing, planning, and choosing informationn. Its Diagram form which is like tree diagram and its ratification facilitates for the reference of information to another<sup>14</sup>.

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<sup>13</sup>Buzan, Tony. *Mind Map to Develop Writing* <http://www.teachingenglish.org.uk/think/articles/using-mind-maps-develop-writing>. (retrieved on 04/04/2010) p.1.

<sup>14</sup> Buzan, Tony. *Buku Pintar Mind Map untuk Anak*. Jakarta; Gramedia Pustaka Utama. 2008. p.11.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Nature of Writing

There are two kinds of language. Those are oral language and written language. Language can be shown in the form of writing.

Writing is one of the skills of learning strategies. Language can be shown in the form of writing. There are two kinds of language. Those are oral language and written language. Oral language means the language that people use in speaking recognized in listening, whereas written language is the language that the people use it in writing or recognizing in reading. The meaning of writing is the act or art, forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which has characters and word express, or communication them to other by visible signs<sup>1</sup>.

Writing distinct human activity. One important aspect in writing is word because we write or arrange words become a sentence. There are many kinds of writing<sup>2</sup>, divided into five types, those are:

- a. Expository writing
- b. Descriptive Writing
- c. Narrative Writing
- d. Persuasive Writing
- e. Creative Writing

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<sup>1</sup>Dinaniati, Yesi.*Op.Cit.* p.7.

<sup>2</sup>*ibid* p.7.

In this research, researcher focused on second type of writing that is descriptive writing. Descriptive writing can be written in several forms. Those are sentence, paragraph, essay, etc. Sentence usually consists of at least a subject, and a verb. Paragraph is unit of information unified by a controlling idea and basic unit of organization in writing in which a group of related sentences develop one main idea<sup>3</sup>. Whereas, an essay is writing form, involves further than the production of grammatically correct sentences.

Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be reconsidered, added to, rearranged, and changed.

Descriptive text is a type of writing in Junior High School difficult enough to be learned by the students<sup>4</sup>, although the students can use simple present and adjective clause in writing descriptive text. A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing<sup>5</sup>. Descriptions are usually organized to include:

- a. An introduction of the subject of the description.
- b. Characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

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<sup>3</sup> *Ibid.* p.9.

<sup>4</sup> Rochwati, Tika. p.1.

<sup>5</sup> Priyana, Joko, dkk. *Scaffolding 'English for Grade VIII Students'*. (Jakarta: Departemen Pendidikan Nasional. 2008). p.9.

## 2. Mind Map

### a. History of Mind map

The technique of Mind Mapping was introduced by Tony Buzan. This technique is also recognized by the name of Radiant Thinking. A mind map owns a central word or idea, and there are 5 until 10 others, dissimilar idea secretor rather than the central idea<sup>6</sup>. Mind Mapping very effective if used to peep out the idea hidden in which we own and make the association among the idea. Mind Mapping is also good for information organization. Its Diagram form which is like tree diagram and its ratification facilitate for the reference one of information to other information.

### b. Definition

A mind map is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid in study, organization, problem solving, decision making, and writing.

Mind Mapping represents the way to place the information into brain and take it return out brain<sup>7</sup>. Form of the mind mapping is like map a road; street in town having a lot of branch. As doing our road; street map can make the view totally about the root of the matter in a very wide area. With a map can plan a quickest route and precisely and know where we will go and where we reside.

A Mind Map is a powerful graphic technique which provides a universal key to the potential of the brain. It harnesses full range of cortical skills, word,

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<sup>6</sup> Herdian, *Model Pembelajaran Mind Mapping*. (<http://herdy07.wordpress.com/2009/04/29/model-pembelajaran-mind-mapping/> retrieved on March, 25 2010). p.1.

<sup>7</sup> *Ibid.* p.1.



image, number, logic, rhythm, cooler and spatial awareness in single, uniquely powerful manner. In doing it gives us the freedom to roam the infinite expanse of your brain<sup>8</sup>.

The Mind Map can be applied to every aspect of life where improved learning and clearer thinking enhance humans' performance.

Mind map is graph technique that able to explore all of our ability to think and learned, and also suitable with the man brain<sup>9</sup>.

Mapping is the creation of a graphic or word picture, so that all pertinent information is visible at one time. "Mind" or "concept" maps (sometimes also referred to as "think links") should be constructed so as to visually represent relationship among concepts. Major and minor supporting information to remember is placed in a form that resembles a map; hence the term mapping is issued. For some students, this visualization enables them to recall the textual information much more readily, and it stimulates "creative thinking". Maps are not as rigidly organized as outlines allowing greater flexibility in note making, can incorporate information more easily and more items around on a page.

#### c. The advantages of Mind Map in writing

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<sup>8</sup> Waruwu, Drs. Fidelis E., M.Sc.Ed. *Mind Mapping*. (Education Training & Consultant <http://www.edutraco.com> [fidelis@edutraco.com](mailto:fidelis@edutraco.com)). Retrieved on March, 25 2010

<sup>9</sup> Windura, Sutanto, BLI. *Mind Map Langkah Demi Langkah*. (Jakarta: Elex Media Computindo, Kelompok Gramedia. 2008). p.49.

Making a mind map should be a spontaneous pre-writing activity<sup>10</sup>. Students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind that makes associations.

Mind maps work well as their visual design, enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well especially when created in groups, since the discussion of this engenders aids the production of ideas, and makes the task livelier and more enjoyable<sup>11</sup>.

Mind Mapping represents technique note compilations for the shake of assisting student to use all brain potency to be optimum. Its way, join right and left shares brain job. With the method of mind mapping, student can improve the ability until 78%. Some advantages own the mind map such as planning, communicating, becoming creative, spending short time, finishing problem, centralized thinking, learning efficient and quicker, and looking the entire picture<sup>12</sup>.

The Excellence of Mind Map compared to this linear record-keeping will assist to activate the brain, focusing on discussion fundamental, showing relation between parts of information which each other a part, giving detailed and clear entire picture discussion, fundamental and also give all mind to

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<sup>10</sup> Steele, Vanessa. p.2.

<sup>11</sup> Oktaviana, Etik. "Peningkatan Kualitas Pembelajaran Menulis Cerita Pendek dengan Model Pembelajaran Mind Mapping Siswa Kelas X Ak 1 SMK Muhammadiyah 2.Karanganyar". <http://www.pdfqueen.com/html/aHR0cDovL2V0ZC5lcHJpbnRzLnVtcy5hYy5pZC80NDI5LzEvQTMxMDA1MDAyNy5wZGY.> 2009. Retrieved on April, 25 2010.

<sup>12</sup> Herdian. *Op.cit*.p.2.

discussion fundamental to assist us to transfer an information from memory short term memory to long term memory<sup>13</sup>.

- 2) Short time to time of preparation of Lesson Drawing up lesson substance in the form of Mind Map will much more quickly from writing down and also give the possibility of instructor and competitor teach the student that can perceive the a spell of.
- 3) Form of Mind Map is also easy to be improving revised structure from substance before. Teachers can review as a whole briefly and quickly before starting to teach a topic (material) more detail.
- 4) Organizing lesson substance which is a lot of and very solid earn organization easily by lessening physical volume from note because Mind Map only writes the key words.

### **3. Teaching Descriptive Text by using Mind Map**

It is descriptive writing, sometimes called “showing writing”. It is writing that describes a particular person, place or event in great detail<sup>14</sup>. In this paper, the type of writing is describing something such as animal, fruit, or something topic.

Descriptive writing is defined as a type of expository writing, means a writer feels that what ever he is writing is a description and sense full that reader must be satisfied from it, describing the statement in such a way that the readers gets the basic and important information from it easily.

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<sup>13</sup> Anton Maryadi, *Menulis Fiksi dengan Diagram* (2010 <http://www.escaeva.com/tips-menulis/tips-fiksi/menulis-dengan-diagram-.html>). p.1.

<sup>14</sup> Dinaniati Yesi. *Op.cit.* p.14.

The way of teaching mind map as follows<sup>15</sup>:

- a. Teacher explains the relevant media for the process
- b. Teacher explains the correlation between writing descriptive with Mind Map.
- c. Teacher puts a picture and draw mind map with the student in whiteboard
- d. Teacher produces writing descriptive based on the mind map in the whiteboard.
- e. Teacher asks to the student to make mind map in A4 paper and using full color pen.
- f. The teacher asks the students to produce writing descriptive based on their Mind Map and gives limitation in the task.
- g. Teacher asks the students to implement the seven laws of Mind Map
- h. Teacher asks the students to think critically and give problem solving about difficult material.

Lists of the rules for converting ideas into a Mind Map as follows<sup>16</sup>

- a. Use unlined paper or a whiteboard. Sometimes bigger paper allows "bigger thinking". One student made an entire wall into a whiteboard for strategic thinking and planning.
- b. Start by drawing a color symbol in the middle of the page that uses at least three colors.

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<sup>15</sup> Kureasin, Nunung, Dra. *Upaya Peningkatan Kemampuan Siswa dalam Menulis Cerita Pendek dengan Menggunakan Teknik Mind Map*. Bandung: <http://www.lpmptjabar.go.id/index.php/artikel/187-penelitian-eksperimen-pada-siswa-kelas-ix-a-smp-negeri-32-bandung>. Retrieved on April, 25 2010.

<sup>16</sup> Buzan, Tony. Buzan, Tony. *Buku Pintar Mind Map untuk Anak*. (Jakarta;Gramedia Pustaka Utama, 2008). p.27.

- c. Branch the main ideas of this central image.
- d. Use one keyword or symbol per line. Avoiding clutter permits more ideas to be represented and encourages the mind to see how they relate to each other.
- e. Use curve line, to make enjoy for eyes.
- f. Use color throughout. This can be especially useful in grouping related ideas.

#### **4. Teaching Descriptive Text by using Conventional Method**

The teachers' ways to teach writing descriptive text by using conventional method are<sup>17</sup>:

- 1. Questioning and answering functional texts about the topic discussion.
- 2. Memorizing vocabulary based on the topic.
- 3. Writing simple sentences in a text.
- 4. Written short functional text based on the topic.
- 5. Reviewing expression about description of feature, people or place.
- 6. Writing a sentences and description of feature, people or place based on the picture.
- 7. Completing the sentences in descriptive text by using suitable words. And arrangement sentences to be descriptive text.
- 8. Students make their own descriptive text.

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<sup>17</sup>Teachers' syllabus

## B. The Relevant of Research

There are many relevant researches in writing descriptive texts. It is because writing is one of the English skills. Dealing with this research, the researcher took one of the relevant researches that had been investigated concerning the student in *Upaya Peningkatan Kemampuan Siswa dalam Menulis Cerita Pendek dengan Menggunakan Teknik Mind Map*<sup>18</sup>, It was True-Experimental Design. The research result showed that average student's scores are 77.44. It is categorized into good level. Therefore, mind map is very effective to increase students' ability in writing short story.

The other relevant research, researched at 2009/2010 academic years of first semester is Ahadiat, Diat, S.Pd *Penerapan Metode Pemetaan Pikiran (Mind Map) dalam Pembelajaran Menulis Karangan Argumentasi*<sup>19</sup>. This research was True-Experimental Research Design. The average students' scores are 7.48 in treatment class and 6.98 in control class. It means that  $H_a$  was accepted and  $H_o$  was rejected. It means the mind map is effective in teaching writing of argumentative text.

Both of these researches explain about the effectiveness of Mind Map to increase the students' score in writing, especially in writing short story and argumentative text.

Mean while, this research tries to improve students' ability in writing descriptive text by using Mind Map. Based on the previous research, Mind Map

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<sup>18</sup> Kuraesin, Nunung. *Op.cit.* p.1

<sup>19</sup> Ahadiat, Diat, S.Pd *Penerapan Metode Pemetaan Pikiran (Mind Map) dalam Pembelajaran Menulis Karangan Argumentasi* (<http://ahadiatt.wordpress.com/2010/01/29/344/>). Retrieved on April, 25 2010. p.2.

can be assumed as effective technique to improve the ability to write descriptive text.

### **C. The Operational Concept**

A concept is main element to avoid misunderstanding. Mind map as independent variable (variable X) for experimental class has some operational concepts that;

1. Teacher explains to the students about the components to write descriptive text
2. Teacher explains the correlation between writing descriptive with Mind Map
3. Teacher puts a picture and draw mind map with the students in whiteboard
4. Teacher draws mind map with the student in whiteboard and produces writing descriptive based on mind map.
5. Teacher explains and uses the relevant media for the process and asks the student to make mind map in A4 paper by using full color pen.
6. The teacher asks the students to write descriptive text based on their Mind Map and gives limitation in the task.
7. Teacher asks the students to implement the laws of Mind map and asks some students to show their own mind map in front of class.
8. Teacher asks the students think critically and gives problem solving about difficult materials.

Meanwhile, writing descriptive for control class the teacher used conventional method. Those ways are:

1. Teacher asks students to question and answer functional texts about the discussed topic.
2. Teacher asks students to memorize vocabulary based on the topic.
3. Teacher asks students to write simple sentences in a text.
4. Teacher asks students to write short functional text based on the topic.
5. Teacher asks students to review expression about description of feature, people or place.
6. Teacher asks students to write a sentences and description of feature, people or place based on the picture.
7. Teacher asks students to complete the sentences in descriptive text by using suitable words, and arrange sentences to be a descriptive text
8. Teacher asks students to make their own descriptive text.

Writing descriptive texts as dependent variable (Y) have some compositions:<sup>20</sup>

1. Content;
  - a. Students are able to write introduction of descriptive text of an object.
  - b. Students are able to write the characteristic of feature of an object.
2. Organization;
  - a. Students are able to express their ideas fluently, building one to another.
  - b. Students are able to write their ideas clearly, stated controlling idea or central focus.

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<sup>20</sup> Hughey, B. Jane, etc. *Teaching ESL Program Principles & Techniques*. (London: Newbury House Publishers. Inc Rowly. Massachusetts 01969.. 1983). p.131.



- c. Students are able to write the text, consists of beginning, middle, and the end of the paper.

3. Vocabulary;

- a. Students are able to arrange and interrelate of word sufficiently varied.
- b. Students are able to choose words' context in which it used vocabulary accurate, familiar, and effective.
- c. Students are able to write correctly word, distinguish as to their function (noun, verb, adjective, and adverb).

4. Language use;

- a. Students are able to construct the sentence well formed and complete.
- b. Students are able to use introductory *it* and *there* to begin sentences or clauses, and used *a*, *an*, and *the* correctly.

5. Mechanic;

- a. Students are able to write spell words correctly
- b. Students are able to use commas, semicolons, and dashes correctly.
- c. Students are able to write a text which is to read, without impeding communication.

The score of each level following the table below:

**Table I:**

ESL Composition Profile

| <b>Compositions</b> | Excellent to<br>very good | Good to<br>average | Fair to poor | Very poor |
|---------------------|---------------------------|--------------------|--------------|-----------|
| <b>Content</b>      | 30 – 27                   | 26 – 22            | 21 – 17      | 16 – 13   |
| <b>Organization</b> | 20 – 18                   | 17 – 14            | 13 – 10      | 9 – 7     |
| <b>Vocabulary</b>   | 20 – 18                   | 17 – 14            | 13 – 10      | 9 – 7     |
| <b>Language Use</b> | 25 – 22                   | 21 – 18            | 17 – 11      | 10 – 15   |
| <b>Mechanics</b>    | 5                         | 4                  | 3            | 2         |

#### **D. The Assumption and Hypothesis**

##### **1). Assumption**

Before making a hypothesis as temporary answer to the research. The researcher would like to present some assumptions of this study. The assumptions are as follows:

- a. Students' ability in writing descriptive texts is various.
- b. There are many ways that can improve the students' writing ability.

## 2). Hypothesis

$H_o$ : There is no significant difference between students' ability in writing descriptive text taught by using Mind Map and conventional method at the second year students of MTs YKWI Pekanbaru.

$H_a$ : There is significant difference between students' ability in writing descriptive text by using Mind Map and conventional method at second year students of MTs YKWI Pekanbaru.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Research Design

The method of this research is the Static Group Comparison. It is the kind of Pre – Experimental Research Design<sup>1</sup>. This design involves at least two groups; one receives a new, or experimental treatment and another that receives a conventional treatment<sup>2</sup>.

There are two variables used in this research, firstly is the students' ability in writing descriptive texts as dependent variable, symbolized with "Y" and independent variable is writing descriptive texts by using Mind Map which is symbolized "X"

The planning in this stage is preparing some procedures that are:

1. Observing the teacher's way in teaching writing in learning before.
2. Identifying the problems that teacher find in writing descriptive.
3. Formulating alternative to improving students' ability in writing descriptive texts.
4. Arranging Lesson Plan in writing descriptive texts by using Mind Map.

#### A. The Location and Time of the Research

The research was carried out from September up to November 2010 at the first semester of second year student of MTs YKWI Pekanbaru in academic year 2010 – 2011.

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<sup>1</sup> Gay, L. R & Peter Airasian. *Educational Research*. (New Jersey: Prentice Hall. Upper Saddle River. 07458. 1996).p.389

<sup>2</sup> Setiyadi, Ag. Bambang. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. (Yogyakarta: Graha Ilmu. 2006).p.136 – 137.

## B. The Research Subject and Object

### 1. Research Subject

The research subject is the first semester of the second year students of MTs YKWI Pekanbaru.

### 2. Research Object

The object of the research is the students' ability in writing descriptive text at first semester of second year students MTs YKWI Pekanbaru.

## C. The Population and Sample of the Research

Gay states population is the group of interest to the researcher, the group which she or he would like the result of the study to generalize whereas sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected<sup>3</sup>.

The population of the research include the entire second year students of MTs YKWI Pekanbaru. The population of this research was 60 students; divided into two classes. Because the population consist of two classes, the researcher took all of the population as sample.

**Table II:**

**The Samples**

| <b>Class</b>    | <b>Male</b> | <b>Female</b> | <b>Total</b> |
|-----------------|-------------|---------------|--------------|
| II <sup>A</sup> | 11          | 19            | 30           |
| II <sup>B</sup> | 13          | 17            | 30           |
| <b>Total</b>    | <b>24</b>   | <b>38</b>     | <b>60</b>    |

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<sup>3</sup> Gay, L. R & Peter Airasian. *Op.Cit.* p.22.

The reason for choosing the second year students as the subject of this research was that those students have already taken writing descriptive text in their class.

#### **D. The Technique of Data Collection**

In collecting the data, the researcher used observation and test. Observation was used to get the data about the implementation of Mind Map and conventional method in teaching writing. In this case, the researcher used observation checklist and asked one of the English teachers at MTs YKWI Pekanbaru as an observer. Test was used to collect the data on students' writing ability of descriptive text.

#### **E. The Techniques and Data Analysis**

##### **1. Observation**

To find out percentage of observation result on experimental and control group, the formula<sup>4</sup> is:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = Number of items

The interpretation of the formula above as follows:

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<sup>4</sup> Prof. Dr Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta PT Rieneka Cipta; 2008 p.246).

**Table III:**  
**Analysis of the Observation<sup>5</sup>**

| The Score Level | Category  |
|-----------------|-----------|
| 76 – 100%       | Very good |
| 56 – 75%        | Good      |
| 40 – 55%        | Less      |
| Less than 40%   | Bad       |

## 2. Test

To analyze the data collected by using test, the writer used formula as follows:

$$Mx = \frac{\sum Fx}{N}$$

Mx                    = Mean Score

$\sum Fx$                 = Accumulation of score frequency.

N                      = Total respondent.

The interpretation of the formula above as follows:

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<sup>5</sup> P. David Harris in Aminatuzzuhriyah “A Students’ Ability of the Third Year Students of English Study Program of FKIP UNRI, from Advertisement of Product Information Format”. UNRI. 2007. p.30.

**Table IV:**  
**Analysis of the Test**

| No | Category  | Score    |
|----|-----------|----------|
| 1  | Very good | 80 – 100 |
| 2  | Good      | 66 – 79  |
| 3  | Enough    | 56 – 65  |
| 4  | Less      | 40 – 55  |
| 5  | Failure   | 30 – 39  |
| N  |           | -        |

### 3. T-test

To test the difference of students' writing ability between experimental and control group were using formula t-test and analyzed by using SPSS 16.0. In this case, the writer used score of post test of the experimental and the control group. The data were analyzed by using t-test formula for big sample ( $N \leq 30$ )<sup>6</sup>. The result criteria are described as follows;

- If  $t_0 \leq t\text{-table}$   $H_0$  is accepted. It can be said that there is no significant difference of using Mind Map to improve students' ability in writing descriptive texts.
- If  $t_0 \geq t\text{-table}$ ,  $H_a$  is accepted. It can be said there is significant difference of the students' ability in improving writing descriptive texts by using Mind Map.

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<sup>6</sup> Hartono, *Statistik Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar. 2009). p.185.



## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA ANALYSIS**

#### **A. The Data Presentation**

##### **1. The Description of the Data**

In the previous chapter, it had explained that the aim of this research is to improve students' ability in writing descriptive text by using Mind Map at the second year students' of MTs YKWI Pekanbaru. To gain the data in this research about improving students' ability in writing descriptive text by using Mind Map at the second year students' of MTs YKWI Pekanbaru, the writer used observation and test.

Observation was used to collect the data on the teacher's activities in implementing Mind Map for experimental class and conventional method for control class. The researcher collected them through observation by using alternative answer 'yes' or 'no' and the observation used rating scale.

Test was used to find out the students' writing ability in writing descriptive text by using Mind Map and conventional method. In this case, the writer used two types of test, pre test and post test. Both of tests were administered to both groups, experimental and control group. The result of writing descriptive texts was evaluated by concerning five components, namely; content, organization, vocabulary, language use, and mechanic, where each component had its score.

## **2.The Data Presentation**

### **a. The Observation Data of Using Mind Map Technique**

The observation was conducted for eight meetings. The observation was only given to experimental class to know the implementation of Mind Map technique in writing descriptive texts done by at the second year students of MTs YKWI Pekanbaru. To make data clearer the data, it can be seen in the recapitulation of observation in the table below:

**Table V:**  
**The Recapitulation of**  
**Observation Data on Experimental Group**

| No           | Indicators the use of<br>Writing Descriptive Texts Using Mind Map.  | Frequency |              |           |              |
|--------------|---|-----------|--------------|-----------|--------------|
|              |   | Yes       |              | No        |              |
|              |   | N         | P            | N         | P            |
| 1            | Teacher explains to the students about the components to write descriptive text                                   | 7         | 87.5%        | 1         | 12.5%        |
| 2            | Teacher explains the correlation between writing descriptive with Mind Map.                                       | 7         | 87.5%        | 1         | 12.5%        |
| 3            | Teacher puts a picture in and draw mind map with the students in whiteboard                                       | 7         | 87.5%        | 1         | 12.5%        |
| 4            | Teacher makes writing descriptive based on the mind map in the whiteboard.  | 5         | 62.5%        | 3         | 37.5%        |
| 5            | Teacher explains and uses the relevant media for the process.   | 5         | 62.5%        | 3         | 37.5%        |
| 6            | The teacher asks the students to write descriptive text based on their Mind Map and gives limitation in the task. | 3         | 37.5%        | 5         | 62.5%        |
| 7            | Teacher asks the students to implement the laws of Mind map   | 6         | 75%          | 2         | 25%          |
| 8            | Teacher asks the students think critically and gives problem solving about difficult materials.                   | 6         | 75%          | 2         | 25%          |
| <b>Total</b> |   | <b>46</b> | <b>71.8%</b> | <b>18</b> | <b>28.2%</b> |

The table shows, the first indicator, teacher explains to the students about the components to write descriptive text has been implemented 7 meetings or 87.5% and only one is unimplemented or 12.5% and it is in the 76 – 100% or categorized into “very good” level.

The second indicator is teacher explains the correlation between writing descriptive with Mind Map used in 7 meetings or 87.5% and one meeting is not implemented or 12.5% and it is in the 76 – 100% or categorized into “very good” level.

The third indicator shows, teacher puts a picture in and draw mind map with the student in whiteboard, has been carried in 7 meetings or 87.5% and one meeting does not use it or 12.5% and it is in “very good” level or categorized into 76 – 100%

The indicator number four is teacher explains and uses the relevant media for the process, applied in 5 meetings or 62.5% and 3 meetings are unimplemented or 37.5% and it is in the 56 – 75% or categorized into “good” level.

For the fifth indicator is the teacher asks the students to share information regarding the topic given has been implemented in 5 meetings or 62.5% and 3 meetings do not use it or 37.5% and it is categorized into “good” level or in the 56 – 75%.

There are 3 meeting or 37.5% and 5 meetings are unimplemented or 62.5% and it is less than 40% or categorized into “bad” level, for the sixth

indicator, the teacher asks the students to write descriptive text based on their Mind Map and gives the limitation in the task.

The seventh indicator is teacher asks the students to implement the laws of Mind map has been implemented in 6 meetings or 75% and 2 meetings are unimplemented or 25% and it is in the 56 – 75% or categorized into “good” level.

For the last indicator explains that teacher asks the students think critically and gives problem solving about difficult materials for 6 meetings or 75% and 2 meetings do not use it or 25%. And it is in the 56 – 75% or categorized into “good” level.

Finally, the result of observation of using Mind map to improve students’ ability in writing descriptive text on experimental group indicates that the frequency of answer “yes” is 46 points or 71.8% and frequency of answer “no” 18 points or 28.2%. It can be interpreted that the percentage of using Mind map to improve the students’ ability in writing descriptive text is 71.8%; or categorized into the 56% - 75% of level score. And it can be categorized in to “good” level.

The conclusion, teacher has implemented Mind Map technique in teaching writing descriptive text well.

b. The Observation Data of Using Conventional Method (Control Class)

The observation was also given to control class to know the implementation of writing descriptive texts by conventional method to improve students' ability at the second year of MTs YKWI Pekanbaru. To make the data clearly, it can be seen in the recapitulation observation table below:

**Table VI:**  
**The Recapitulation of**  
**Observation Data on Control Group**

| No           | Indicators the use of Writing Descriptive Texts<br>Using Conventional Method  | Frequency |              |           |              |
|--------------|---|-----------|--------------|-----------|--------------|
|              |   | Yes       |              | No        |              |
|              |   | N         | P            | N         | P            |
| 1            | The teacher asks the students to question and answer functional texts about the discussed topic.  | 5         | 62.5%        | 3         | 37.5%        |
| 2            | The teacher asks the students to memorize vocabulary based on the topic.  | 6         | 75%          | 2         | 25%          |
| 3            | The teacher asks the students to write simple sentences in a text   | 4         | 50%          | 4         | 50%          |
| 4            | The teacher asks the students to write short functional text based on the topic.  | 5         | 62.5%        | 3         | 37.5%        |
| 5            | The teacher asks the students to review expression about description of feature, people or place.   | 5         | 62.5%        | 3         | 37.5%        |
| 6            | Teacher asks the students to write sentences and description of feature, people or place based on the picture.                                  | 3         | 37.5%        | 5         | 62.5%        |
| 7            | Teacher asks the students to complete the sentences in descriptive text by using suitable words. and arrange sentences to be a descriptive text | 6         | 75%          | 2         | 25%          |
| 8            | Teacher asks the students to make their own descriptive text.   | 4         | 50%          | 4         | 50%          |
| <b>Total</b> |   | <b>38</b> | <b>59.4%</b> | <b>26</b> | <b>40.6%</b> |

The table above shows that the first indicator is that the teacher asks the students to question and answer functional texts about the discussed topic, that gets 5 meetings implemented or 62.5% and three meetings are not implemented or 37.5%. And it is in the 56 – 75% or categorized into “good” level.

The second indicator is The teacher asks the students to memorize vocabulary based on the topic, implemented in 6 meetings or 75% and two meetings are not implemented or 25%. And it is in the 56 – 75% or categorized to “good” level.

4 meeting or 50% and 4 meetings not using it or 50% and it is categorized into 40 – 55 % or “Less” level, for the third indicator namely the teacher asks the students to write simple sentences in a text.

The forth indicator is that the teacher asks the students to write simple sentences in a text, that gets 5 meetings implemented or 62.5% and three meetings are unimplemented or 37.5%. And it is in the 56 – 75% or categorized into “good” level.

The fifth indicator get 5 meetings, use it or 62.5% and three meetings do not use it or 37.5%. And it is in the 56 – 75% or categorized into “good” level. This indicator is the teacher asks the students to review expression about description of feature, people or place.

The sixth indicator is Teacher asks the students to write a sentences and description of feature, people or place based on the picture, that has three



meetings implemented or 37.5% and 5 meetings are implemented or 62.5%. It is categorized into less than 40% or “bad” level.

Teacher asks the students to complete the sentences in descriptive text by using suitable words and arrangement of sentences to be descriptive text, in the seventh meeting, which gets 6 meetings implemented or 75% and two meeting or 25% are not implemented. It is about 56% – 75% or categorized into “good” level.

For the last indicator is that the teacher makes sure that all of the students participate in classroom activities gets 4 meetings implemented or 50%, and 4 meetings are not implemented or 50%. It is about 40% – 55% or “less” level.

Finally, the result of observation of using conventional method to write descriptive text on control group indicates that the frequency of answer “yes” is 38 or 59.4% and frequency of answer “no” is 26 or 40.6%. It can be interpreted that the percentage of using conventional method to write descriptive text is 38 or 59.4%; it is in the 56% - 75% of level score. And it can be categorized in to “good” level.

For the conclusion the teacher has implemented to write descriptive text by using conventional method in teaching writing descriptive text well.

c. The Data from the Test.

The data of the students' score of writing descriptive text as the result of the research are presented in the following table<sup>1</sup>:

**Table VII:**  
**Pre Test Score of Experimental Class**

| No       | Category  | Score    | Frequency | Percentage  |
|----------|-----------|----------|-----------|-------------|
| 1        | Very good | 80 – 100 | 0         | 0%          |
| 2        | Good      | 66 – 79  | 0         | 0%          |
| 3        | Enough    | 56 – 65  | 5         | 16.7%       |
| 4        | Less      | 40 – 55  | 23        | 76.6%       |
| 5        | Failure   | 30 – 39  | 2         | 6.7%        |
| <b>N</b> |           | <b>-</b> | <b>30</b> | <b>100%</b> |

The table above shows the pre test experimental class in writing descriptive texts before using Mind Map. There is no student (0%) who gets in very good level, there is no student (0%) who gets in good level, 5 students (16.7%) are in enough level, and 23 students (76.6%) are in less level, and 2 students are failure level or 6.7%. Based on the highest percentage, the students' ability in writing descriptive text is "Less" level.

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<sup>1</sup>Dr. Suharsimi Arikunto. *Dasar – dasar Evaluasi Pendidikan*. Yogyakarta; Bumi Aksara. 1994. page 251.

**Table VIII:****Post Test Score of Experimental Class**

| <b>No</b> | <b>Category</b> | <b>Score</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------|-----------------|--------------|------------------|-------------------|
| 1         | Very good       | 80 – 100     | 0                | 0%                |
| 2         | Good            | 66 – 79      | 13               | 43.3%             |
| 3         | Enough          | 56 – 65      | 12               | 40%               |
| 4         | Less            | 40 – 55      | 5                | 16.7%             |
| 5         | Failure         | 30 – 39      | 0                | 0%                |
| <b>-</b>  |                 | <b>-</b>     | <b>30</b>        | <b>100%</b>       |

The table above shows the post test of experimental class in writing descriptive texts by using Mind Map. There is no students (0%) who gets in very good, there are 13 students (43.3%) who get in good level, there are 12 students (40%) who get in enough level, 5 students (16.7%) are in less level and 0% or there is no student who get failure level. Based on the highest percentage, the students' ability in writing descriptive text by using Mind Map is "good" level.

**Table IX:****Pre Test Score of Control Class**

| <b>No</b> | <b>Category</b> | <b>Score</b> | <b>Frequency</b> | <b>Percentage</b> |
|-----------|-----------------|--------------|------------------|-------------------|
| 1         | Very good       | 80 – 100     | 0                | 0%                |
| 2         | Good            | 66 – 79      | 0                | 0%                |
| 3         | Enough          | 56 – 65      | 0                | 0%                |
| 4         | Less            | 40 – 55      | 20               | 66.7%             |
| 5         | Failure         | 30 – 39      | 10               | 33.3%             |
| <b>-</b>  |                 | <b>-</b>     | <b>30</b>        | <b>100%</b>       |

The table above shows the pre test of control class in writing descriptive texts by using conventional method. There is no students (0%) who gets in very good, there is no student (0) who gets in good level, there is no student who gets enough level, there are 20 students (66.7%) who get in less level, and 10 students (33.3%) are in failure level. Based on the highest percentage, the students' ability in pre test writing descriptive text is "Less" level.

**Table X:**  
**Post Test Score of Control Class**

| No | Category  | Score    | Frequency | Percentage  |
|----|-----------|----------|-----------|-------------|
| 1  | Very good | 80 – 100 | 0         | 0%          |
| 2  | Good      | 66 – 79  | 0         | 0%          |
| 3  | Enough    | 56 – 65  | 0         | 0%          |
| 4  | Less      | 40 – 55  | 28        | 93.3%       |
| 5  | Failure   | 30 – 39  | 2         | 6.7%        |
| -  |           | -        | <b>30</b> | <b>100%</b> |

The table above shows the post test of control class in writing descriptive texts by using conventional method. There is no student (0%) who gets in very good, there is no student (0) who get in good level, there is no student who gets enough level (0%), there are 28 students (93.3%) get in less level, and 2 students (6.7%) are in failure level. Based on the highest percentage, the students' ability in writing descriptive text by using conventional method is "less" level.

## B. The Data Analysis

### 1. Analysis of students' writing ability taught by Using Mind Map

**Table XI:**

#### **Analysis of Descriptive Texts by Using Mind Map**

| <b>Descriptive Statistics</b> |    |         |         |         |                   |
|-------------------------------|----|---------|---------|---------|-------------------|
|                               | N  | Minimum | Maximum | Mean    | Std.<br>Deviation |
| Experiment<br>Class           | 30 | 45.50   | 72.50   | 62.1667 | 6.83593           |
| Valid N<br>(listwise)         | 30 |         |         |         |                   |

The table of descriptive statistics of students' writing ability by using Mind map shows the minimum score is 45.50 and the maximum is 72.50. While the mean is 62.17 and the standard deviation is 6.83. It can be concluded, the students' ability in writing descriptive texts taught by using Mind Map is categorized into average to good.

## 2. Analysis of students writing ability taught by Using Conventional Method

**Table XII:**

### **Analysis of Descriptive Text by using Conventional Method**

#### **Descriptive Statistics**

|                       | N  | Minimum | Maximum | Mean    | Std.<br>Deviation |
|-----------------------|----|---------|---------|---------|-------------------|
| Control Class         | 30 | 38.50   | 57.00   | 47.1000 | 3.79973           |
| Valid N<br>(listwise) | 30 |         |         |         |                   |

The table of descriptive statistics of students' writing ability by using conventional method shows that the minimum score is 38.50 and the maximum is 57.00. While the mean is 47.10 and the standard deviation is 3.79. It can be concluded, the students' ability in writing descriptive texts taught by using conventional method is categorized into "poor".

### 3. Test of Hypothesis

**Table XIII:  
Group Statistic**

**Group Statistics**

| Metho<br>d | N  | Mean    | Std.<br>Deviation | Std. Error<br>Mean |
|------------|----|---------|-------------------|--------------------|
| Writing 1  | 30 | 62.1667 | 6.83593           | 1.24806            |
| 2          | 30 | 47.1000 | 3.79973           | .69373             |

Out Put of Group Statistics shows that each subject group, *mean* for writing descriptive texts by using Mind Map is 62, 16 and *mean* of writing descriptive are 47.10. Standard Deviation of writing descriptive texts taught by using Mind Map is 6.8393 and for writing descriptive texts is 3. 79973. While standard writing of descriptive texts by using Mind Map is 1.24806 and writing descriptive texts using conventional method is 0.69373.

**Table XIV:**  
**Independent Samples Test**  
**Independent Samples Test**

|   |   | Levene's<br>Test for<br>Equality of<br>Variances |      | t-test for Equality of Means |        |                            |                        |                                 |   |          |
|---|---|--|------|------------------------------|--------|----------------------------|------------------------|---------------------------------|---|----------|
|   |   |  |      |                              |        | Sig.<br>(2-<br>taile<br>d) | Mean<br>Differe<br>nce | Std.<br>Error<br>Differ<br>ence | 95% Confidence<br>Interval of the<br>Difference |          |
|   |   | F  | Sig. | T                            | df     |                            |                        |                                 | Lower   | Upper    |
| g | Writin Equal<br>variance<br>s<br>assumed<br>Equal<br>variance<br>s not<br>assumed | 11.274   | .001 | 10.552                       | 58     | .000                       | 15.06667               | 1.42791                         | 12.20839  | 17.92494 |
|   |   |  |      | 10.552                       | 45.358 | .000                       | 15.06667               | 1.42791                         | 12.19134  | 17.94200 |



*Out Put of Independent Samples Test* shows that *Levene's Test* for varian in this hypothesis examination is:

$H_0$  = Identical variant population

$H_a$  = Non-identical variant population

This statement based on the probability gate:

If probability 0.05,  $H_0$  is accepted.

If Probability 0.05,  $H_0$  is rejected.

Based on the accountable *Levene's Test* analysis, the significance point is 0.01. Based on the taking decision standard, 0.01 is smaller than 0.05, it means that  $H_0$  is rejected and  $H_a$  accepted and variant population is identical. Because both of the hypotheses are relevant, the next standard for analysis based on *Equal variant is not assumed*.

From the table above, it also follows that score t-test is 10.552 with df is 45.358, mean difference is 15.06667 and Standard Error difference is 1.42791. Lower interval of the difference is 12.19134 and upper confidence difference is 17.94200.

If  $t_o$  (t observation), 10.552 compares with  $t_t$  with df 45.358, the t critic point is:

Significance 5% = 2.02

Significance 1% = 2.69

It can be seen that the  $t_o$  is higher than  $t_t$  in significance 5% and 1%. Its mean  $H_0$  is rejected and  $H_a$  is accepted; or there is significant difference between students' ability in writing descriptive text by using Mind Map, and students' ability in writing descriptive text without using Mind Map.

Finally, Mind Map is effective to improve students' ability in writing descriptive texts at the second year of MTs YKWI Pekanbaru.

## **CHAPTER V**

### **THE CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

The topic of this study is improving students' ability in writing descriptive texts by Using Mind Map. The research contains two variables, namely; the students' ability in writing descriptive texts as dependent variable, symbolized with "Y" and independent variable is writing descriptive texts by using Mind Map which is symbolized "X"

Regarding the formulation of the problem in this paper, the conclusion can be summarized:

1. Based on the observation, the teacher have implemented Mind Map Technique in "good" category
2. The teacher implementation Conventional method based on observation in "good" category.
3. The students' writing ability in descriptive text by using Mind Map after conducting the research is categorized "good to average".
4. The students' writing ability in descriptive text by using conventional method after conducting the research is categorized "poor".
5. There is significant difference between students' ability in writing descriptive text by using Mind Map and conventional method at the second Year Students of MTs YKWI Pekanbaru.

In conclusion, students' ability of writing descriptive texts can improve by using Mind Map at the second year of MTs YKWI Pekanbaru. In other words Mind Map gives positive effect toward writing ability of descriptive text.

#### **B. The Suggestion.**

Based on the result of the research, the writer finds that both of variables have significant correlation to improve students' writing ability. In order to reach this, the writer would like to give some suggestions as follows:

1. Suggestion for the teacher:

- a. The teacher should be apply Mind Map Technique as a way to improving the students' ability in writing descriptive texts.
- b. The teacher should have the ability to guide the students in order that the students have a great motivation in learning English, especially in writing.

2. Suggestion for the students:

- a. The students should pay more attention to the lessons that has been explained by the teacher.
- b. The students must master five ESL components to improve their writing on descriptive paragraph.
- c. The students must believe if Mind Map is easy.

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## **APPENDIX I**

### **Lesson Plan (Experimental Group)**

Institution : MTs YKWI

Class/Semester : VIII (Eight) / 1

Meeting : 1<sup>st</sup>

Indicator : The students are able to explain about laws of Mind Map

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Understanding descriptive text

Based Competence : - Students are able to understanding mind map

- Students are able to write descriptive text.

**1. Material** : Introduction and understanding of Mind Map

**2. Strategy** : Brainstorming, discussion.

#### **3. Teaching Activities**

##### **a. Pre Teaching**

- Greeting
- Brainstorming
- Reviewing previous lesson.

##### **b. While activities**

- The teacher explains the definition of Mind Map.
- The teacher explains about laws of Mind Map.

##### **c. Post Activities**

- The teacher reviewing the material using snow ball game

**4. Sources** : Student Book, Mind Map Book, Seven Laws of Mind Map

- 5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.
- 6. Evaluation** : The teacher asks the students to make conclusion and give suggestions.

Pekanbaru, September, 24 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**



## **Lesson Plan (Experimental Group)**

Institution : MTs YKWI

Class/Semester: VIII (Eight) / 1

Meeting : 2<sup>nd</sup>

Indicator : The students are able to write descriptive texts using mind map.

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Improving writing descriptive text using Mind Map.

Based Competence : - Students are able to make mind map in a piece of paper

- Students are able to write descriptive text.

**1. Material** : Produce Mind Map.

**2. Strategy** : Brainstorming, discussion, writing practice.

**3. Teaching Activities**

b. Pre Teaching

- Greeting
- Brainstorming
- Reviewing previous lesson.

b. While activities

- The teacher make mind map based on a picture.
- The teacher asks the students to make mind map.

c. Post Activities

- The teacher gives conclusion.
- Memorizing the relevant vocabulary

**4. Sources** : Student Book, Mind Map Book, Seven Laws of Mind Map

- 5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.
- 6. Evaluation** : The teacher asks the students to make summary and give suggestions.

Pekanbaru, September, 28, 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**

## Lesson Plan (Experimental Group)

Institution : MTs YKWI

Class/Semester: VIII (Eight) / 1

Meeting : 3<sup>rd</sup>

Indicator : The students are able to make Mind Map

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Improving writing descriptive text using Mind Map.

Based Competence : - Students are able to make mind map in a piece of paper

- Students are able to write descriptive text.

**1. Material** : Make Mind Map with title 'My Family'.

**2. Strategy** : Brainstorming, discussion, writing practice.

**3. Teaching Activities**

a. Pre Teaching

- Greeting
- Brainstorming
- Reviewing previous lesson.

b. While activities

- The teacher explains the materials based on the topic given
- The teacher make mind map based on a picture
- The teacher gives an example writing descriptive text based on the mind map.

c. Post Activities

- The teacher asks the students to make their own mind map.

- Memorizing the relevant vocabulary
- The teacher calls and asks some students to explain their Mind Map in the whiteboard.

**4. Sources** : Student Book, Mind Map Book.

**5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.

**6. Evaluation** : The teacher evaluates the students' mind map.

Pekanbaru, October, 01, 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**

## **Lesson Plan (Experimental Group)**

Institution : MTs YKWI

Class/Semester: VIII (Eight) / 1

Meeting : 4<sup>th</sup>

Indicator : The students are able to make Mind Map

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Improving writing descriptive text using Mind Map.

Based Competence : - Students are able to make mind map in a piece of paper

- Students are able to write descriptive text.

**1. Material** : Make Writing Descriptive text using Mind Map with title 'My Family'

**2. Strategy** : Brainstorming, discussion, writing practice

### **3. Teaching Activities**

#### a. Pre Teaching

- Greeting
- Brainstorming
- Reviewing previous lesson.

#### b. While activities

- The teacher explains the materials based on the topic given
- The teacher asks the students to make mind map.
- The teacher asks the students to writing descriptive text based on the mind map.

#### c. Post Activities

- The teacher asks the students about the topic given.
- Memorizing the relevant vocabulary

- Evaluation to the students mind map and their writing descriptive.

**4. Sources** : Student Book, Mind Map Book, Seven Laws of Mind Map

**5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.

**6. Evaluation** : The teacher evaluates the students' mind map.

Pekanbaru, October, 05, 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**

## Lesson Plan (Experimental Group)

Institution : MTs YKWI

Class/Semester: VIII (Eight) / 1

Meeting : 5<sup>th</sup>

Indicator : The students are able to make Mind Map

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Improving writing descriptive text using Mind Map.

Based Competence : - Students are able to make mind map in a piece of paper

- Students are able to write descriptive text.

**1. Material** : Make Mind Map with title 'Fauna'.

**2. Strategy** : Brainstorming, discussion, writing practice.

### **3. Teaching Activities**

#### a. Pre Teaching

- Greeting
- Brainstorming
- Reviewing previous lesson.

#### b. While activities

- The teacher explains the materials based on the topic given
- The teacher asks the students to make mind map.
- The teacher asks the students to writing descriptive text based on the mind map.

#### c. Post Activities

- The teacher asks the students about the topic given.
- Memorizing the relevant vocabulary
- Evaluation to the students mind map and their writing descriptive.

- 4. Sources** : Student Book, Mind Map Book, Seven Laws of Mind Map
- 5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.
- 6. Evaluation** : The student evaluates their mind map.

Pekanbaru, October, 08, 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**



## Lesson Plan (Experimental Group)

Institution : MTs YKWI

Class/Semester: VIII (Eight) / 1

Meeting : 6<sup>th</sup>

Indicator : The students are able to make Mind Map

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Improving writing descriptive text using Mind Map.

Based Competence : - Students are able to make mind map in a piece of paper

- Students are able to write descriptive text.

**1. Material** : Make Writing Descriptive text using Mind Map with title 'Fauna'

**2. Strategy** : Brainstorming, discussion, writing practice.

### **3. Teaching Activities**

#### a. Pre Teaching

- Greeting
- Brainstorming
- Reviewing previous lesson.

#### b. While activities

- The teacher explains the materials based on the topic given
- The teacher asks the students to make mind map.
- The teacher asks the students to writing descriptive text based on the mind map.

#### c. Post Activities

- The teacher asks the students about the topic given.
- Memorizing the relevant vocabulary

- Evaluation to the students mind map and their writing descriptive.

**4. Sources** : Student Book, Mind Map Book, Seven Laws of Mind Map

**5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.

**6. Evaluation** : The student evaluates their mind map.

Pekanbaru, October, 12, 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**

## **Lesson Plan (Experimental Group)**

Institution : MTs YKWI

Class/Semester: VIII (Eight) / 1

Meeting : 7<sup>th</sup>

Indicator : The students are able to make Mind Map

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Improving writing descriptive text using Mind Map.

Based Competence : - Students are able to make mind map in a piece of paper

- Students are able to write descriptive text.

**1. Material** : Make Writing Descriptive text using Mind Map with title 'Animals'

**2. Strategy** : Brainstorming, discussion, writing practice.

### **3. Teaching Activities**

#### **a. Pre Teaching**

- Greeting
- Brainstorming
- Reviewing previous lesson.

#### **b. While activities**

- The teacher explains the materials based on the topic given
- The teacher asks the students to make mind map.
- The teacher asks the students to writing descriptive text based on the mind map.

#### **c. Post Activities**

- The teacher asks the students about the topic given.

- Memorizing the relevant vocabulary
- Evaluation to the students mind map and their writing descriptive.

**4. Sources** : Student Book, Mind Map Book, Seven Laws of Mind Map

**5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.

**6. Evaluation** : The student evaluates their mind map.

Pekanbaru, October, 15, 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**

## **Lesson Plan (Experimental Group)**

Institution : MTs YKWI

Class/Semester: VIII (Eight) / 1

Meeting : 8<sup>th</sup>

Indicator : The students are able to make Mind Map

Theme : Writing descriptive text by using Mind Map

Skill focus : Writing

Time Allocation : 2 x 40 minute

Standard Competence : Improving writing descriptive text using Mind Map.

Based Competence : - Students are able to make mind map in a piece of paper

- Students are able to write descriptive text.

**1. Material** : Make Writing Descriptive text using Mind Map with title 'Flora'

**2. Strategy** : Brainstorming, discussion, writing practice.

**3. Teaching Activities**

a. Pre Teaching

- Greeting
- Brainstorming
- Reviewing previous lesson.

b. While activities

- Post Test

c. Post Activities

- The teacher asks the students about the topic given.
- Memorizing the relevant vocabulary
- Evaluation to the students mind map and their writing descriptive.

**4. Sources** : Student Book, Mind Map Book, Seven Laws of Mind Map

- 5. Teaching Aid** : White Board, Full color marker and pen, picture, paper A4.
- 6. Evaluation** : The student evaluates their mind map.

Pekanbaru, October, 19 2010

The Teacher

The Researcher

**Sari Desita S.Pd.I**

**Fadilah Rahmawati**

## APPENDIX II

### LESSON PLAN (Control Group)

SMP/MTs : MTs YKWI

Class/Semester : VIII (Eight) / 1

Standard Competence : Understanding short descriptive text

Based Competence : Responding the mean in the text and able to express  
with writing descriptive.

Indicator : Detail information about descriptive text.

Theme : Narrating Past Event

Skill Aspect : Writing

Time Allocation : 2 x 40 minute

**1. Material** : Communication Practice, Grammar Practice, and  
Pronunciation.

**2. Strategy** : three-phase technique

#### **3. Teaching Activities**

##### a. Pre Teaching

- Warming-up activity: find five friends who were born in five different months
- Re-reading *Crystal Palace National Sports Center*
- Explains the story

##### b. While activities

- Describe story *Crystal Palace National Sports Center*
- Students discussion with other about 3 – 5 students
- The students describing the story

##### c. Post Activities

- The teacher asks to students about their difficulties in learning process
- Give conclusion.

#### **4. Sources**

- Relevant textbook: Way Point Plus, Giuliano Iantorno & Mario Papa, Penerbit Erlangga, 2009.
- Relevant picture

#### **5. Evaluation**

Writing test

Pekanbaru, September, 28  
2010

The Teacher

SARI DESITA S. Pd. I



## APPENDIX III

### ESL Composition Profile

| <b>Compositions</b> | Excellent to<br>very good | Good to<br>average | Fair to poor | Very poor |
|---------------------|---------------------------|--------------------|--------------|-----------|
| <b>Content</b>      | 30 – 27                   | 26 – 22            | 21 – 17      | 16 – 13   |
| <b>Organization</b> | 20 – 18                   | 17 – 14            | 13 – 10      | 9 – 7     |
| <b>Vocabulary</b>   | 20 – 18                   | 17 – 14            | 13 – 10      | 9 – 7     |
| <b>Language Use</b> | 25 – 22                   | 21 – 18            | 17 – 11      | 10 – 15   |
| <b>Mechanics</b>    | 5                         | 4                  | 3            | 2         |

## APPENDIX IV

### The Score Level of Observation

| <b>The Score Level</b> | <b>Category</b> |
|------------------------|-----------------|
| 76 – 100 %             | Very Good       |
| 56 – 75 %              | Good            |
| 40 – 55 %              | Less            |
| Less than 40 %         | Bad             |

Prof. Dr Suharsimi Arikunto. *Dasar – Dasar Evaluasi Pendidikan*. Yogyakarta; Bumi Aksara. 1994.

**APPENDIX V****The Observation for English Teacher  
by Using Mind Map**

| <b>No</b>    | <b>Indicators the use of<br/>Writing Descriptive Texts Using Mind Map.</b>  | <b>Categories</b> |           |
|--------------|---|-------------------|-----------|
|              |   | <b>Yes</b>        | <b>No</b> |
| 1            | Teacher explains to the students about the components to write descriptive text                                   |                   |           |
| 2            | Teacher explains the correlation between writing descriptive with Mind Map.                                       |                   |           |
| 3            | Teacher puts a picture in and draw mind map with the students in whiteboard                                       |                   |           |
| 4            | Teacher makes writing descriptive based on the mind map in the whiteboard.  |                   |           |
| 5            | Teacher explains and uses the relevant media for the process.   |                   |           |
| 6            | The teacher asks the students to write descriptive text based on their Mind Map and gives limitation in the task. |                   |           |
| 7            | Teacher asks the students to implement the laws of Mind map   |                   |           |
| 8            | Teacher asks the students think critically and gives problem solving about difficult materials.                   |                   |           |
| <b>Total</b> |   |                   |           |

**APPENDIX VI****The Observation for English Teacher  
by Using Conventional Method**

| <b>No</b>    | <b>Indicators the use of Writing Descriptive Texts Using<br/>Conventional Method</b>  | <b>Categories</b> |           |
|--------------|---|-------------------|-----------|
|              |   | <b>Yes</b>        | <b>No</b> |
| 1            | The teacher asks the students to question and answer functional texts about the discussed topic.  |                   |           |
| 2            | The teacher asks the students to memorize vocabulary based on the topic.  |                   |           |
| 3            | The teacher asks the students to write simple sentences in a text   |                   |           |
| 4            | The teacher asks the students to write short functional text based on the topic.  |                   |           |
| 5            | The teacher asks the students to review expression about description of feature, people or place.   |                   |           |
| 6            | Teacher asks the students to write sentences and description of feature, people or place based on the picture.                                  |                   |           |
| 7            | Teacher asks the students to complete the sentences in descriptive text by using suitable words. and arrange sentences to be a descriptive text |                   |           |
| 8            | Teacher asks the students to make their own descriptive text.   |                   |           |
| <b>Total</b> |   |                   |           |

## APPENDIX VII

### Collecting Score Pre Test Experiment Class Rater I and II

| Student | C <sup>1</sup> |                 | O <sup>2</sup> |    | V <sup>3</sup> |    | LU <sup>4</sup> |    | M <sup>5</sup> |    | Total |    | All    |
|---------|----------------|-----------------|----------------|----|----------------|----|-----------------|----|----------------|----|-------|----|--------|
|         | I <sup>6</sup> | II <sup>7</sup> | I              | II | I              | II | I               | II | I              | II | I     | II |        |
| 1       | 16             | 16              | 10             | 11 | 10             | 10 | 12              | 12 | 3              | 3  | 51    | 52 | 51.5   |
| 2       | 15             | 16              | 9              | 11 | 9              | 10 | 10              | 10 | 3              | 3  | 46    | 50 | 48     |
| 3       | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 3  | 46    | 46 | 46     |
| 4       | 17             | 16              | 10             | 11 | 10             | 10 | 12              | 12 | 3              | 3  | 52    | 52 | 52     |
| 5       | 17             | 17              | 12             | 10 | 12             | 10 | 15              | 12 | 3              | 3  | 59    | 52 | 55.5   |
| 6       | 17             | 17              | 12             | 12 | 12             | 12 | 15              | 15 | 3              | 3  | 59    | 59 | 59     |
| 7       | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 45    | 45 | 45     |
| 8       | 17             | 18              | 12             | 12 | 12             | 12 | 15              | 12 | 3              | 3  | 59    | 57 | 58     |
| 9       | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5   |
| 10      | 15             | 16              | 9              | 11 | 9              | 10 | 10              | 12 | 3              | 3  | 46    | 52 | 49     |
| 11      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 3  | 46    | 46 | 46     |
| 12      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5   |
| 13      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5   |
| 14      | 16             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 3              | 3  | 49    | 46 | 47.5   |
| 15      | 15             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 3              | 3  | 48    | 46 | 47     |
| 16      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5   |
| 17      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 3  | 46    | 46 | 46     |
| 18      | 15             | 15              | 10             | 10 | 10             | 10 | 10              | 10 | 3              | 3  | 48    | 48 | 48     |
| 19      | 15             | 15              | 10             | 9  | 10             | 9  | 12              | 10 | 3              | 2  | 50    | 45 | 47.5   |
| 20      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5   |
| 21      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5   |
| 22      | 13             | 13              | 7              | 7  | 7              | 7  | 5               | 7  | 2              | 2  | 34    | 36 | 35     |
| 23      | 12             | 13              | 8              | 7  | 8              | 7  | 7               | 7  | 2              | 2  | 37    | 36 | 36.5   |
| 24      | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 3  | 45    | 46 | 45.5   |
| 25      | 13             | 13              | 9              | 7  | 9              | 7  | 10              | 7  | 2              | 2  | 43    | 36 | 39.5   |
| 26      | 13             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 43    | 45 | 44     |
| 27      | 13             | 13              | 7              | 7  | 7              | 7  | 5               | 7  | 2              | 2  | 34    | 36 | 35     |
| 28      | 13             | 15              | 8              | 9  | 8              | 9  | 7               | 10 | 2              | 3  | 38    | 46 | 42     |
| 29      | 13             | 13              | 7              | 7  | 7              | 7  | 5               | 5  | 2              | 2  | 34    | 34 | 34     |
| 30      | 13             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 43    | 45 | 44     |
| Total   |                |                 |                |    |                |    |                 |    |                |    |       |    | 1374.5 |

C<sup>1</sup> = Content

O<sup>2</sup> = Organization

V<sup>3</sup> = Vocabulary

I<sup>6</sup> = Rater I

**Rater I**

LU<sup>4</sup> = Language Use

M<sup>5</sup> = Mechanics

II<sup>7</sup> = Rater II

**Rater II**

(Kurnia Budi Yanti M. Pd)

(Yasir Amri M.Pd)

**Collecting Score Post Test Experiment Class**  
**Rater I and II**

| Students     | C <sup>1</sup> |                 | O <sup>2</sup> |    | V <sup>3</sup> |    | LU <sup>4</sup> |    | M <sup>5</sup> |    | Total |    | All         |
|--------------|----------------|-----------------|----------------|----|----------------|----|-----------------|----|----------------|----|-------|----|-------------|
|              | I <sup>6</sup> | II <sup>7</sup> | I              | II | I              | II | I               | II | I              | II | I     | II |             |
| 1            | 18             | 20              | 15             | 15 | 15             | 15 | 18              | 17 | 3              | 3  | 69    | 70 | 69.5        |
| 2            | 18             | 24              | 15             | 15 | 15             | 15 | 18              | 18 | 4              | 3  | 70    | 75 | 72.5        |
| 3            | 17             | 24              | 14             | 15 | 14             | 15 | 17              | 18 | 3              | 3  | 65    | 75 | 70          |
| 4            | 18             | 22              | 15             | 15 | 15             | 15 | 17              | 15 | 3              | 3  | 68    | 70 | 69          |
| 5            | 15             | 22              | 15             | 15 | 15             | 15 | 15              | 15 | 3              | 3  | 63    | 70 | 66.5        |
| 6            | 18             | 22              | 12             | 15 | 12             | 14 | 15              | 11 | 3              | 3  | 60    | 65 | 62.5        |
| 7            | 15             | 20              | 12             | 10 | 12             | 10 | 12              | 17 | 3              | 3  | 54    | 60 | 57          |
| 8            | 18             | 22              | 12             | 15 | 12             | 14 | 15              | 11 | 3              | 3  | 60    | 65 | 62.5        |
| 9            | 18             | 24              | 12             | 15 | 12             | 15 | 15              | 18 | 3              | 3  | 60    | 75 | 67.5        |
| 10           | 17             | 20              | 12             | 10 | 12             | 10 | 15              | 17 | 3              | 3  | 59    | 60 | 59.5        |
| 11           | 18             | 22              | 12             | 15 | 12             | 14 | 16              | 11 | 3              | 3  | 61    | 65 | 63          |
| 12           | 15             | 15              | 10             | 11 | 10             | 10 | 12              | 10 | 3              | 3  | 50    | 49 | 49.5        |
| 13           | 17             | 18              | 12             | 12 | 10             | 10 | 12              | 12 | 3              | 3  | 54    | 55 | 54.5        |
| 14           | 17             | 23              | 12             | 15 | 12             | 15 | 15              | 17 | 3              | 3  | 59    | 73 | 66          |
| 15           | 17             | 22              | 12             | 15 | 12             | 14 | 15              | 11 | 3              | 3  | 59    | 65 | 62          |
| 16           | 18             | 20              | 12             | 10 | 13             | 10 | 15              | 17 | 3              | 3  | 61    | 60 | 60.5        |
| 17           | 17             | 25              | 12             | 15 | 12             | 15 | 15              | 18 | 3              | 3  | 59    | 76 | 67.5        |
| 18           | 18             | 22              | 12             | 15 | 13             | 15 | 16              | 15 | 3              | 3  | 62    | 70 | 66          |
| 19           | 15             | 25              | 15             | 15 | 12             | 15 | 12              | 18 | 3              | 3  | 57    | 76 | 66.5        |
| 20           | 15             | 18              | 10             | 12 | 10             | 10 | 12              | 12 | 3              | 3  | 50    | 55 | 52.5        |
| 21           | 18             | 24              | 12             | 15 | 12             | 15 | 13              | 18 | 3              | 3  | 58    | 75 | 66.5        |
| 22           | 15             | 15              | 12             | 11 | 12             | 10 | 12              | 10 | 3              | 3  | 54    | 49 | 51.5        |
| 23           | 17             | 18              | 12             | 12 | 12             | 10 | 15              | 12 | 3              | 3  | 59    | 55 | 57          |
| 24           | 18             | 24              | 13             | 15 | 13             | 15 | 16              | 18 | 3              | 3  | 63    | 75 | 69          |
| 25           | 17             | 22              | 12             | 15 | 10             | 14 | 13              | 11 | 3              | 3  | 55    | 65 | 60          |
| 26           | 20             | 24              | 15             | 15 | 15             | 15 | 15              | 18 | 3              | 3  | 68    | 75 | 71.5        |
| 27           | 17             | 20              | 12             | 10 | 12             | 10 | 13              | 17 | 3              | 3  | 57    | 60 | 58.5        |
| 28           | 15             | 20              | 12             | 10 | 12             | 10 | 13              | 17 | 3              | 3  | 55    | 60 | 57.5        |
| 29           | 13             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 2              | 3  | 45    | 46 | 45.5        |
| 30           | 17             | 21              | 12             | 15 | 12             | 15 | 13              | 16 | 3              | 3  | 57    | 70 | 63.5        |
| <b>Total</b> |                |                 |                |    |                |    |                 |    |                |    |       |    | <b>1865</b> |

C<sup>1</sup> = Content

O<sup>2</sup> = Organization

V<sup>3</sup> = Vocabulary

I<sup>6</sup> = Rater I

**Rater I**

LU<sup>4</sup> = Language Use

M<sup>5</sup> = Mechanics

II<sup>7</sup> = Rater II

**Rater II**

(Kurnia Budi Yanti M. Pd)

(Yasir Amri M.Pd)

**Collecting Score Pre Test Control Class**  
**Rater I and II**

| Student      | C <sup>1</sup> |                 | O <sup>2</sup> |    | V <sup>3</sup> |    | LU <sup>4</sup> |    | M <sup>5</sup> |    | Total |    | All         |
|--------------|----------------|-----------------|----------------|----|----------------|----|-----------------|----|----------------|----|-------|----|-------------|
|              | I <sup>6</sup> | II <sup>7</sup> | I              | II | I              | II | I               | II | I              | II | I     | II |             |
| 1            | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 2            | 15             | 15              | 9              | 9  | 7              | 9  | 10              | 10 | 3              | 2  | 44    | 45 | 44.5        |
| 3            | 13             | 13              | 7              | 7  | 7              | 7  | 7               | 5  | 2              | 2  | 36    | 34 | 35          |
| 4            | 17             | 15              | 10             | 11 | 10             | 10 | 12              | 10 | 3              | 3  | 52    | 49 | 50.5        |
| 5            | 15             | 18              | 9              | 12 | 9              | 10 | 12              | 12 | 3              | 3  | 48    | 55 | 51.5        |
| 6            | 15             | 20              | 9              | 10 | 9              | 10 | 10              | 17 | 3              | 3  | 46    | 60 | 53          |
| 7            | 15             | 15              | 10             | 11 | 10             | 10 | 12              | 10 | 3              | 3  | 50    | 49 | 49.5        |
| 8            | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 9            | 13             | 13              | 7              | 7  | 7              | 7  | 7               | 5  | 2              | 2  | 36    | 34 | 35          |
| 10           | 13             | 13              | 7              | 7  | 7              | 7  | 7               | 5  | 2              | 2  | 36    | 34 | 35          |
| 11           | 15             | 15              | 9              | 11 | 9              | 10 | 12              | 10 | 3              | 3  | 48    | 49 | 48.5        |
| 12           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 13           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 14           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 15           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 16           | 13             | 13              | 7              | 7  | 7              | 7  | 7               | 5  | 2              | 2  | 36    | 34 | 35          |
| 17           | 15             | 15              | 10             | 11 | 10             | 10 | 12              | 10 | 3              | 3  | 50    | 49 | 49.5        |
| 18           | 15             | 15              | 9              | 11 | 9              | 10 | 10              | 10 | 3              | 3  | 46    | 49 | 47.5        |
| 19           | 15             | 18              | 9              | 12 | 9              | 10 | 10              | 12 | 3              | 3  | 46    | 55 | 50.5        |
| 20           | 15             | 13              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 43 | 44.5        |
| 21           | 15             | 15              | 8              | 9  | 8              | 9  | 10              | 10 | 2              | 2  | 43    | 45 | 44          |
| 22           | 13             | 13              | 7              | 7  | 7              | 7  | 5               | 5  | 2              | 2  | 34    | 34 | 34          |
| 23           | 13             | 13              | 9              | 7  | 9              | 7  | 9               | 5  | 2              | 2  | 42    | 34 | 38          |
| 24           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 25           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 45    | 45 | 45          |
| 26           | 14             | 13              | 9              | 7  | 9              | 7  | 8               | 5  | 2              | 2  | 42    | 34 | 38          |
| 27           | 15             | 13              | 9              | 7  | 9              | 7  | 10              | 5  | 2              | 2  | 45    | 34 | 39.5        |
| 28           | 15             | 13              | 9              | 7  | 9              | 7  | 10              | 5  | 2              | 2  | 45    | 34 | 39.5        |
| 29           | 15             | 15              | 10             | 9  | 10             | 9  | 12              | 10 | 3              | 2  | 50    | 45 | 47.5        |
| 30           | 12             | 13              | 9              | 7  | 10             | 8  | 12              | 12 | 2              | 2  | 45    | 34 | 39.5        |
| <b>Total</b> |                |                 |                |    |                |    |                 |    |                |    |       |    | <b>1313</b> |

C<sup>1</sup> = Content

O<sup>2</sup> = Organization

V<sup>3</sup> = Vocabulary

I<sup>6</sup> = Rater I

**Rater I**

LU<sup>4</sup> = Language Use

M<sup>5</sup> = Mechanics

II<sup>7</sup> = Rater II

**Rater II**

(Kurnia Budi Yanti M. Pd)

(Yasir Amri M.Pd)

**Collecting Score Post Test Control Class**  
**Rater I and II**

| Student      | C <sup>1</sup> |                 | O <sup>2</sup> |    | V <sup>3</sup> |    | LU <sup>4</sup> |    | M <sup>5</sup> |    | Total |    | All         |
|--------------|----------------|-----------------|----------------|----|----------------|----|-----------------|----|----------------|----|-------|----|-------------|
|              | I <sup>6</sup> | II <sup>7</sup> | I              | II | I              | II | I               | II | I              | II | I     | II |             |
| 1            | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 45    | 45 | 45          |
| 2            | 17             | 15              | 12             | 11 | 12             | 10 | 12              | 10 | 3              | 3  | 56    | 49 | 52.5        |
| 3            | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 4            | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 5            | 13             | 13              | 9              | 7  | 9              | 7  | 10              | 5  | 2              | 2  | 43    | 34 | 38.5        |
| 6            | 15             | 15              | 9              | 9  | 9              | 9  | 11              | 10 | 3              | 2  | 47    | 45 | 46          |
| 7            | 16             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 3              | 3  | 49    | 46 | 47.5        |
| 8            | 13             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 3  | 43    | 46 | 44.5        |
| 9            | 15             | 15              | 10             | 11 | 10             | 10 | 10              | 10 | 3              | 3  | 48    | 49 | 48.5        |
| 10           | 17             | 15              | 10             | 11 | 10             | 10 | 12              | 10 | 3              | 3  | 52    | 49 | 50.5        |
| 11           | 15             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 3              | 2  | 48    | 45 | 46.5        |
| 12           | 15             | 15              | 9              | 11 | 9              | 10 | 10              | 10 | 3              | 3  | 46    | 49 | 47.5        |
| 13           | 15             | 20              | 9              | 10 | 9              | 10 | 10              | 17 | 3              | 3  | 46    | 60 | 53          |
| 14           | 17             | 18              | 12             | 12 | 12             | 10 | 15              | 12 | 3              | 3  | 59    | 55 | 57          |
| 15           | 15             | 15              | 10             | 9  | 10             | 9  | 12              | 10 | 3              | 3  | 50    | 46 | 48          |
| 16           | 16             | 15              | 10             | 11 | 10             | 10 | 12              | 10 | 3              | 3  | 51    | 49 | 50          |
| 17           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 45    | 45 | 45          |
| 18           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 3              | 2  | 46    | 45 | 45.5        |
| 19           | 15             | 15              | 10             | 9  | 10             | 9  | 12              | 10 | 3              | 2  | 50    | 45 | 47.5        |
| 20           | 13             | 13              | 9              | 7  | 9              | 7  | 10              | 5  | 2              | 2  | 43    | 34 | 38.5        |
| 21           | 15             | 15              | 10             | 9  | 10             | 9  | 12              | 10 | 3              | 2  | 50    | 45 | 47.5        |
| 22           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 45    | 45 | 45          |
| 23           | 15             | 15              | 9              | 9  | 9              | 9  | 10              | 10 | 2              | 2  | 45    | 45 | 45          |
| 24           | 12             | 15              | 9              | 11 | 9              | 10 | 10              | 10 | 2              | 3  | 42    | 49 | 45.5        |
| 25           | 17             | 15              | 12             | 11 | 12             | 10 | 15              | 10 | 3              | 3  | 59    | 49 | 54          |
| 26           | 15             | 15              | 9              | 9  | 9              | 9  | 12              | 10 | 3              | 2  | 48    | 45 | 46.5        |
| 27           | 15             | 15              | 9              | 11 | 9              | 10 | 10              | 10 | 3              | 3  | 46    | 49 | 47.5        |
| 28           | 15             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 3              | 2  | 48    | 45 | 46.5        |
| 29           | 15             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 3              | 2  | 48    | 45 | 46.5        |
| 30           | 15             | 15              | 10             | 9  | 10             | 9  | 10              | 10 | 3              | 2  | 48    | 45 | 46.5        |
| <b>Total</b> |                |                 |                |    |                |    |                 |    |                |    |       |    | <b>1413</b> |

C<sup>1</sup> = Content

O<sup>2</sup> = Organization

V<sup>3</sup> = Vocabulary

I<sup>6</sup> = Rater I

**Rater I**

LU<sup>4</sup> = Language Use

M<sup>5</sup> = Mechanics

II<sup>7</sup> = Rater II

**Rater II**

(Kurnia Budi Yanti M. Pd)

(Yasir Amri M.Pd)



## **APPENDIX VIII**

### **STUDENTS QUESTIONS TEST**

#### **1. Question Pre Test Experiment Class**

- Make Mind Map with topic “Flora”
- Make Writing Descriptive Text in a piece of paper based on the mind Map

#### **2. Question Post Test Experiment Class**

- Make Mind Map with topic “Flora”
- Make Writing Descriptive Text in a piece of paper based on the mind Map

#### **3. Question Pre Test Control Class**

- Make Writing Descriptive Text in a piece of paper.

#### **4. Question Post Test Control Class**

- Make Writing Descriptive Text in a piece of paper.

**APPENDIX IX**

**STUDENTS ANSWER SHEET**  
**Pre Test Experimental Class**

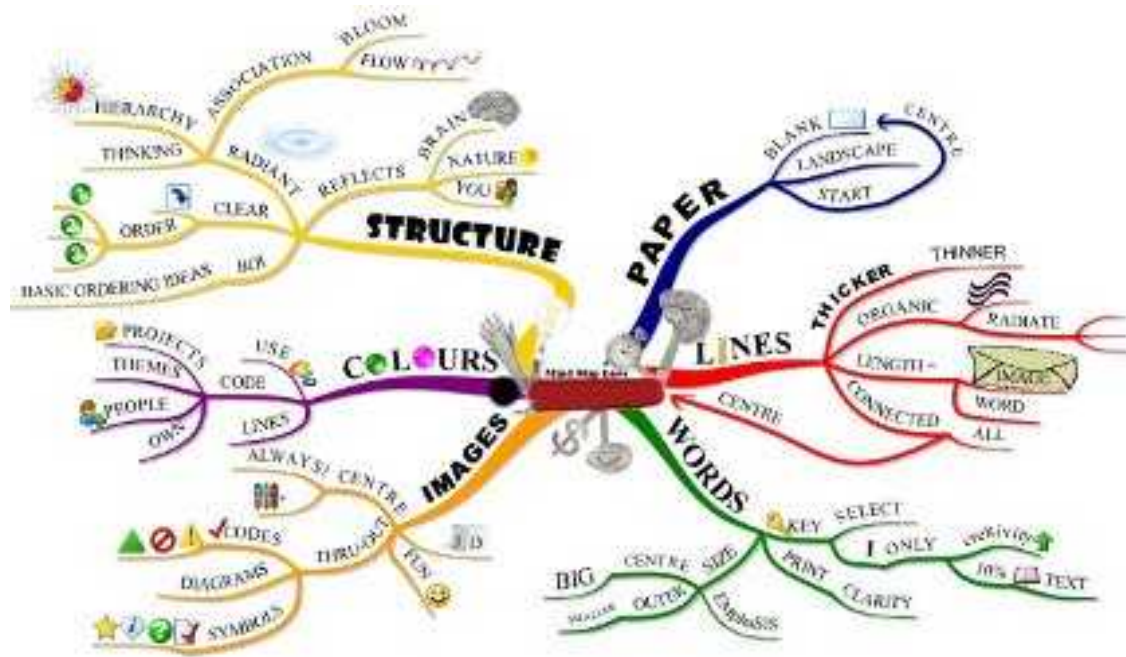
**STUDENTS ANSWER SHEET**  
**Post Test Experimental Class**

**STUDENTS ANSWER SHEET**  
**Pre Test Control Class**

**STUDENTS ANSWER SHEET**  
**Post Test Control Class**

## APPENDIX X

### The Laws of Mind Map



## APPENDIX XI

### CURRICULUM VITAE

Pekanbaru, Jumadil Akhir, 28 1432 H

Mey, 30 2011 M



| Name         |                                 | Fadilah Rahmawati (Dila)  |                         |
|--------------|---------------------------------|---|-------------------------|
| Born         |                                 | Pulau Kecil (INHIL) 23 – 02 – ‘86   |                         |
| Address      |                                 | Jalan Soebrantas, Gang Ridho No 57 Panam, Pekanbaru   |                         |
| Phone Number |                                 | 0813 6527 5413  |                         |
| Email/FB     |                                 | <a href="mailto:fara.dhila@yahoo.com">fara.dhila@yahoo.com</a> / <a href="mailto:farascouter@yahoo.com">farascouter@yahoo.com</a> |                         |
| No           | <i>School</i>                   | <i>Place</i>  | <i>Year</i>             |
| 1            | MI                              | Darul ‘Ulum – INHIL   | 1993 – 1998             |
| 2            | MTs                             | Darul ‘Ulum – INHIL   | 1998 – 2001             |
| 3            | MA                              | YPPH – INHIL  | 2001 – 2004             |
| 4            | PT                              | UIN SUSKA Riau  | 2005 – 2011             |
| No           | <i>Training Experiences</i>     | <i>Place</i>  | <i>Bulan – Tahun</i>    |
| 1            | Orientasi Anggota Baru          | Scout Movement UIN SUSKA Riau   | 30 Sept – 2 Okt 2005    |
| 2            | Bisymil                         | Rohis FS NURI   | 25 Desember 2005        |
| 3            | Kursus Mahir Dasar (Scout)      | Kwarran Sukajadi  | 17 – 23 April 2006      |
| 4            | Diklatsar PMI                   | KSR- PMI Unit UIN SUSKA Riau  | 21 – 24 Des 2006        |
| 5            | Basic Training (LK I)           | HMI Kom. FEKON UNRI   | 29 Maret – 2 April 2007 |
| 6            | Intermediate Training (LK II)   | HMI Cabang Kediri Jawa Timur  | 18 – 26 November 2007   |
| 7            | Senior Course                   | HMI Cabang Kota Jantho, NAD   | 14 21 Desember 2009     |
| 8            | Latihan Khusus KOHATI           | HMI Cabang Pekanbaru, Riau  | 14 – 18 Juni 2010       |
|              | <i>Organization Experiences</i> | <i>Status</i>   | <i>Year</i>             |
| 1            | Scout Camp II UIN SUSKA Riau    | Committee   | 28 31 Januari 2006      |
| 2            | Forum Studi Nurul ‘Ilmi FTK     | Member  | 2006 – Now              |

|    |  |                     |                        |
|----|--|---------------------|------------------------|
| 3  | Scout Movement SD 011 Sukajadi           | Trainer             | 2006 – Now             |
| 4  | Scout Movement MTs YKWI                  | Trainer             | 2006 – 2010            |
| 5  | Perkemahan Wirakarya PTAI VIII, Sumbar   | Participants        | 13 – 22 September 2006 |
| 6  | Scout Camp III UIN SUSKA Riau            | Committee           | 02 – 04 February 2007  |
| 7  | Muslimah Creative I ( FS NURI)           | Committee           | 25 Maret 2007          |
| 8  | HMI Kom. Tarbiyah UIN SUSKA Riau         | Secretary           | 2007 – 2008            |
| 9  | Dewan Mahasiswa UIN SUSKA Riau           | Deputy Of Secretary | 2007 – 2008            |
| 10 | English for Hotel Practice               | Participant         | 16 Desember 2007       |
| 11 | Scout Movement SD 002 Sukajadi           | Trainer             | 2008                   |
| 12 | HMI Cabang Pekanbaru                     | Vice Secretary PAO  | 2008 – 2009            |
| 13 | HMI Cabang Pekanbaru                     | Kabid PA            | 2008 – 2000            |
| 14 | Scout Movement UIN SUSKA Riau            | Pemangku Adat       | 2008 – 2009            |
| 15 | Indonesian Youth Change (Riau – Ternate) | Participants        | 16 Okt – 14 Des 2008   |
| 16 | Purna Prakarya Muda Indonesia            | Member              | 2008 – Now             |
| 17 | HMI Cabang Pekanbaru                     | Kabid PA            | 2009 – 2010            |
| 18 | Scout Movement SMP Al Izhar              | Trainer             | 2009                   |
| 19 | Perkemahan Wirakarya N PTAI IX, Jambi    | Peticipants         | 08 – 17 Juni 2009      |
| 20 | LK I FAPERIKA UR                         | Master Of Training  | 17 – 21 Februari 2010  |
| 21 | LK I TAKESI – FAKONSOS UIN               | Master Of Training  | 07 – 11 April 2010     |
| 22 | LK I HUKUM UIR                           | Master Of Training  | 02 – 06 Juni 2010      |
| 23 | Lokakarya Pedoman Perkaderan HMI         | Participants        | 04 – 08 Agustus 2010   |
| 24 | LK I TAKESI UIN                          | Master Of Training  | 16 – 20 Desember 2010  |



# CURRICULUM VITAE

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|                      |  |   |                         |
|----------------------|--|---|-------------------------|
| Nama                 |  | FadilahRahmawati (Dila)   |                         |
| Tempat Tanggal Lahir |  | Pulau Kecil (INHIL) 23 – 02 – ‘86   |                         |
| Alamat               |  | JalanSoebrantas, Gang Ridho No 57 Panam   |                         |
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| No                   | <b>Pendidikan</b>                                      | <b>Tempat</b>   | <b>Tahun</b>            |
| 1                    | MI   | Darul ‘Ulum – INHIL   | 1993 – 1998             |
| 2                    | MTs  | Darul ‘Ulum – INHIL   | 1998 – 2001             |
| 3                    | MA   | YPPH – INHIL  | 2001 – 2004             |
| 4                    | PT   | UIN SUSKA Riau,<br>Pend. B. Inggris   | 2005 – 2011             |
| No                   | <b>Pengalaman Pelatihan</b>                            | <b>Tempat</b>   | <b>Bulan – Tahun</b>    |
| 1                    | OrientasiAngotaBaru                                    | Pramuka UIN SUSKA Riau  | 30 Sept – 2 Okt 2005    |
| 2                    | Bisymil  | Rohis FS NURI   | 25 Desember 2005        |
| 3                    | KursusMahirDasar (Pramuka)                             | KwarranSukajadi   | 17 – 23 April 2006      |
| 4                    | Diklatsar PMI  | KSR- PMI Unit UIIN SUSKA Riau   | 21 – 24 Des 2006        |
| 5                    | Basic Training (LK I)                                  | HMI Kom. FEKON UNRI   | 29 Maret – 2 April 2007 |
| 6                    | Intermediate Training (LK II)                          | HMI Cabang Kediri JawaTimur   | 18 – 26 November 2007   |
| 7                    | Senior Course  | HMI Cabang Kota Jantho, NAD   | 14 21 Desember2009      |
| 8                    | LatihanKhususKOHATI                                    | HMI CabangPekanbaru, Riau   | 14 – 18 Juni 2010       |
| 9                    | LokakaryaPedomanPerkaderan HMI                         | PB HMI, Jakarta   | 04 – 08 Agustus 2010    |
| No                   | <b>Pengalaman Organisasi</b>                           |   |                         |
| 1                    | Forum StudiNurul ‘Ilmi FTK                             | Anggota   | 2006 – Now              |
| 2                    | Gerakan Pramuka SD 011 Sukajadi                        | Pembina   | 2006 – Now              |
| 3                    | Gerakan Pramuka MTs YKWI                               | Pembina   | 2006 – 2010             |
| 4                    | HMI KomirariatTarbiyah UIN SUSKA Riau                  | Sekretaris Umum   | 2007 – 2008             |
| 5                    | DewanMahasiswa UIN SUSKA Riau                          | Deputi Kesekretariatan  | 2007 – 2008             |
| 6                    | Gerakan Pramuka SD 002 Sukajadi                        | Pembina   | 2008                    |
| 7                    | HMI CabangPekanbaru                                    | Wakil SekretarisPAO   | 2008 – 2009             |
| 8                    | HMI CabangPekanbaru                                    | Ketua Bidang PA   | 2008 – 2009             |
| 9                    | Gerakan Pramuka UIN SUSKA Riau                         | PemangkuAdat  | 2008 – 2009             |
| 10                   | PurnaPrakaryaMuda Indonesia                            | Anggota   | 2008 – Now              |
| 11                   | HMI CabangPekanbaru                                    | Ketua Bidang PA   | 2009 – 2010             |
| 12                   | Gerakan PramukaSMP Al Izhar Syifa Budi                 | Pembina   | 2009                    |
| 13                   | BADKO HMI Riau – Kepri                                 | Wakil Sekretaris  | 2010 – 2012 (Sekarang)  |
| No                   | <b>Kegiatan yang pernah diikuti</b>                    | <b>Status</b>   | <b>Tahun</b>            |
| 1                    | Latgab II Pramuka Penggalang UIN SUSKA Riau            | Panitia   | 28 31 Januari 2006      |
| 2                    | PerkemahanWirakarya PTAI VIII, Sumbar                  | Peserta   | 13 – 22 September 2006  |
| 3                    | Latgab III Pramuka Penggalang se-Riau – UIN SUSKA Riau | Panitia   | 02 – 04 Februari 2007   |
| 4                    | MuslimahKreative I ( FS NURI)                          | Panitia   | 25 Maret 2007           |
| 5                    | English for Hotel Practice                             | Peserta   | 16 Desember 2007        |
| 6                    | Pertukaran Pemuda Antar Privinsi(Riau – Ternate)       | Peserta   | 16 Okt – 14 Des 2008    |
| 7                    | PerkemahanWirakarya N PTAI IX, IAIAN STS Jambi         | Peserta   | 08 – 17 Juni2009        |
| 8                    | LK I FAPERIKA UR                                       | Master Of Training  | 17 – 21 Februari 2010   |
| 9                    | LK I TAKESI – FAKONSOS UIN                             | Master Of Training  | 07 – 11 April 2010      |
| 10                   | LK I HUKUM UIR   | Master Of Training  | 02 – 06 Juni2010        |

|    |                 |                    |                       |
|----|-----------------|--------------------|-----------------------|
| 11 | LK I TAKESI UIN | Master Of Training | 16 – 20 Desember 2010 |
|----|-----------------|--------------------|-----------------------|